

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180034

Grants.gov Tracking#: GRANT12658576

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180034

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Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/21/2018

4. Applicant Identifier:

18-1924

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

The Trustees of Columbia University in the City of New York

* b. Employer/Taxpayer Identification Number (EIN/TIN):

135598093

* c. Organizational DUNS:

0491794010000

d. Address:

* Street1:

615 West 131st Street

Street2:

Room 600 CR1, Mail Code 8725

* City:

New York

County/Parish:

New York

* State:

NY: New York

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

10027-7922

e. Organizational Unit:

Department Name:

A&S South Asian Inst (SAI) 411

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Rudina

Middle Name:

* Last Name:

Odeh-Ramadan

Suffix:

Title:

Vice President for Research Administration

Organizational Affiliation:

The Trustees of Columbia University in the City of New York

* Telephone Number:

212/854-6851

Fax Number:

212/854-2738

* Email:

MS-Grants-Office@columbia.edu

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Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Columbia South Asia Institute NRC & FLAS

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="505,500.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="505,500.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Columbia South Asia Institute

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	155,091.00	158,081.00	134,730.00	137,211.00		585,113.00
2. Fringe Benefits	46,993.00	47,899.00	40,823.00	41,575.00		177,290.00
3. Travel	1,000.00	1,000.00	1,000.00	1,000.00		4,000.00
4. Equipment						
5. Supplies	2,316.00	2,420.00	2,995.00	2,614.00		10,345.00
6. Contractual			27,000.00	27,000.00		54,000.00
7. Construction						
8. Other	44,600.00	40,600.00	43,600.00	42,600.00		171,400.00
9. Total Direct Costs (lines 1-8)	250,000.00	250,000.00	250,148.00	252,000.00		1,002,148.00
10. Indirect Costs*	20,000.00	20,000.00	19,852.00	18,000.00		77,852.00
11. Training Stipends	235,500.00	235,500.00	235,500.00	235,500.00		942,000.00
12. Total Costs (lines 9-11)	505,500.00	505,500.00	505,500.00	505,500.00		2,022,000.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 10/06/2017 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is 31.00 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

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Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Columbia South Asia Institute		

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Filled For Validation	Sr. Project Officer
APPLICANT ORGANIZATION	DATE SUBMITTED
Trustees of Columbia University in the City of New York	06/21/2018

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="The Trustees of Columbia University in the City of New York"/> * Street 1 <input type="text" value="615 West 131st Street"/> Street 2 <input type="text" value="6th Floor, MC8725"/> * City <input type="text" value="New York"/> State <input type="text" value="NY: New York"/> Zip <input type="text" value="10027-7922"/> Congressional District, if known: <input type="text" value="NY-013"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="National Resource Centers Program and Foreign Language and Area Studies Fellowships Program"/> CFDA Number, if applicable: <input type="text" value="84.015A 84.015B"/>	
8. Federal Action Number, if known: <input type="text" value="ED-GRANTS-052518-001"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Filled For Validation"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="Patricia"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Valencia-Ferguson"/> Suffix <input type="text"/> Title: <input type="text" value="Sr. Project Officer"/> Telephone No.: <input type="text" value="212-854-6851"/> Date: <input type="text" value="06/21/2018"/>		
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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA Statement Columbia South Asia.pdf

Add Attachment

Delete Attachment

View Attachment

The Trustees of Columbia University in the City of New York

GEPA Section 427 Statement - 2018

Columbia University is committed to providing a learning, living, and working environment free from unlawful discrimination and harassment and to fostering a nurturing and vibrant community founded upon the fundamental dignity and worth of all of its members.

Consistent with this commitment, and with all applicable laws, it is the policy of the University not to tolerate unlawful discrimination or harassment in any form and to provide those who feel that they are victims of discrimination with mechanisms for seeking redress.

Also consistent with this commitment, Columbia University prohibits any form of discrimination against any person on the basis of race, color, religion, sex, gender, gender identity, pregnancy, age, national origin, disability, sexual orientation, marital status, status as a victim of domestic violence, citizenship or immigration status, creed, genetic predisposition or carrier status, unemployment status, partnership status, military status, or any other applicable legally protected status in the administration of its educational policies, admissions policies, employment, scholarship and loan programs, and athletic and other University-administered programs and functions.

Nothing in this policy shall abridge academic freedom or the University's educational mission. Prohibitions against discrimination and discriminatory harassment do not extend to actions, statements or written materials that are relevant and appropriately related to course subject matter or academic debate.

This policy governs the conduct of all Columbia University students, faculty, staff and visitors that occurs on the University's campuses or in connection with University-sponsored programs. This policy also governs conduct by Columbia University students, faculty, staff and visitors that creates, contributes to, or continues a hostile work, educational, or living environment for a member or members of the University community.

Columbia University's Policies and Procedures regarding equal opportunity and affirmative action may be reviewed here: <http://eoaa.columbia.edu/>

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Trustees of Columbia University in the City of New York

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:
* Last Name: Suffix:
* Title:

* SIGNATURE:

* DATE:

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Gauri		Viswanathan	

Address:

Street1:	Knox Hall, Room 219, MC 9634,606 West 122nd Street
Street2:	
City:	New York
County:	
State:	NY: New York
Zip Code:	10027
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
2128544662	

Email Address:

gv6@columbia.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

The South Asia Institute at Columbia University

Mission: The South Asia Institute (SAI) coordinates activities at Columbia that relate to study of the countries of Bangladesh, India, the Maldives, Nepal, Pakistan, and Sri Lanka. The Institute organizes conferences, seminars, concerts, films, and lectures and that bring together faculty, undergraduate and graduate students with diverse interests and backgrounds. SAI partners with departments, centers, and institutes at Columbia, and works with South Asia groups and organizations on campus and off, in order to reach new audiences and facilitate an exchange of knowledge. SAI hosts professional development courses for K-12 teachers and language teacher training workshops, and offers its faculty expertise to the media. Columbia has ties with the United Nations, the diplomatic community, and international agencies, and is located in New York City, home to the largest South Asian community in North America.

Curricula: Faculty offer courses on South Asia in eleven departments and five schools. SAI faculty come from a wide range of disciplines and, taken together in their research and teaching, cover virtually all the countries of the region -- and related countries, including Afghanistan and Tibet. Columbia offers three-year department-based language programs in Hindi, Persian, Sanskrit, and Urdu (Elementary, Intermediate, Advanced), and Heritage tracks for Hindi and Urdu. Two year programs at Columbia's Language Resource Center include Bengali, Punjabi, and Tamil, with Advanced classes arranged as tutorials or directed study.

Degrees: Students may pursue undergraduate and graduate study of South Asia in a number of departments, primarily Anthropology; English and Comparative Literature; History; Middle East, South Asia and Africa Studies (MESAAS); Political Science; and Religion. Since 2012, the Institute has managed a stand-alone MA program in South Asia Studies. Students at the School of International and Public Affairs may pursue a Regional Concentration in South Asia.

Libraries: The Columbia Libraries have one of the oldest and largest South Asia collections in the country, with some 500,000 volumes -- over 150,000 of them in South Asian languages.

Global Center in Mumbai: Since 2010, the Mumbai Center has supported faculty and students performing research across South Asia in the humanities, social sciences, and physical sciences, including ongoing projects at the Schools of Engineering, Public Health, and the Earth Institute in Bangladesh, Bhutan, and India. It will foster collaboration with scholars and policymakers in South Asia, and with sister Centers in Amman, Beijing, Istanbul, and eight other sites.

Title VI NRC activities: Our current project will support language and area studies instruction; Hindi and Urdu K-16 training workshops for current instructors and teachers-in-training; K-14 teacher training workshops on culture, history and religion; support for two courses taught at LaGuardia Community College (CUNY) with South Asia history content; an AIIS-CAORC project to bring MSI professors to India and training to introduce South Asia into their classrooms; activities of the South Asia National Outreach Council and the South Asia Book Award; lectures, seminars, and conferences on modern South Asia featuring guests speakers from the US, Europe, and South Asia; and "South Asia Across the Disciplines," a publishing venture between university presses and NRCs at Columbia, Chicago, and Berkeley.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

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To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

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A. Program Planning and Budget

A1. Quality and Purpose: The proposed project comprises several related activities: 1) to support our Tamil language program, which has enrolled students from CUNY, NYU, Cornell and Yale in the past four years; 2) to offer classes on the history of Pakistan and the political economy of South Asia by Prof. S. Akbar Zaidi, and to subsidize a post-doctoral fellow at the Institute for Religion, Culture, and Public Life who will teach two courses on South Asia per year and will be housed at SAI; 3) to collaborate with Teachers College and other campus units on K-14 teacher training workshops and Professional Development opportunities; 4) to support language teachers-in-training and language instructors with a variety of K-16 language proficiency workshops; 5) to support the production of qualified Hindi language instructors by organizing a two-week January workshop and Summer credit-bearing course on Hindi Language Pedagogy; 6) to continue our partnership with LaGuardia Community College, to provide South Asia content in two Global History courses; and 7) to support and AIIS/CAORC initiative to bring MSI-institution Professors to India, by funding two MSI Professors to participate annually; 8) to foster research by junior scholars in a cooperative publishing venture; 9) to offer a diverse array of events programming to students, faculty, and the general public representing a wide range of perspectives; and 10) to support costs of the Institute and grant administration to ensure effective use of USED resources to build strength across four years of the grant.

A2. Plan and Timeline: The PMF forms (in Appendix 7) show how we plan to measure priority activities: K-14 teacher training workshops, pedagogy training for language instructors and teachers-in-training; and to increase minority student participation in South Asia Studies, and provide training for faculty at Minority-serving institutions. As the table below shows, the largest percentage of requested NRC funds (30%) will support language and area studies

instruction. Outreach personnel and programming is the second largest category (27%). NRC administration is the third largest category (14%); Absolute and Competitive Priority Projects are the fourth largest category (14%). Library support, the CEEP Evaluation, and the South Asia across the Disciplines publishing project are a combined 15% of NRC requests.

South Asia Institute NRC funding requests, 2018-22, and percent of direct costs						
Category	FY 2014 request	FY 2015 request	FY 2016 request	FY 2017 request	Total 14-17	Percent Direct \$
Language instruction & support	\$15,515	\$15,515	\$15,515	\$15,515	\$62,060	6%
Area Studies instruction	\$75,294	\$76,932	\$44,191	\$45,053	\$241,469	24%
Total Instructional Support	\$90,809	\$92,447	\$59,706	\$60,568	\$303,529	30%
Outreach Personnel & Activities	\$65,997	\$64,518	\$69,396	\$67,653	\$269,712	27%
Administration	\$33,625	\$34,466	\$35,327	\$36,210	\$139,628	14%
Absolute/Competitive Priorities	\$35,024	\$35,024	\$35,024	\$35,024	\$137,096	14%
Library	\$19,545	\$19,545	\$19,545	\$19,545	\$78,180	8%
Evaluation			\$27,000	\$27,000	\$54,000	5%
Other	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000	2%
Requested Funds, Direct Costs	\$250,000	\$250,000	\$250,148	\$252,000	\$1,000,000	100%
Requested Funds, Indirect costs	\$20,000	\$20,000	\$19,852	\$18,000	\$80,000	
Total requested funds	\$270,000	\$270,000	\$270,000	\$270,000	\$1,080,000	

The above funding requests will be leveraged with university funding for language and area studies faculty and fringe benefits of up to 50%; administrative, outreach, and library salaries of up to 50%; significant support from other sources for conferences, lectures, and teacher training events; and additional funds for library acquisitions. In 2017-18, the university spent \$8,070,730 on salaries, fringe, and other support exclusive of fellowships (See Criteria D); the average NRC request of \$270,000 for 2018-19 is 3% of the 2017-18 total at the university.

A3. Costs: The costs of the proposed activities are significant yet reasonable, and are leveraged with university and other funds. The salary for Professor Akbar Zaidi will be 50% funded by Arts & Science; A&S contributes 94% of the Tamil instructor salary and 50% of administrative salaries at the Institute. Columbia Libraries supports 83% of the South Asia librarian salary. The South Asia across the Disciplines project combines \$5,000 of USED money

with funding from Berkeley, Chicago, and other grant funding. Outreach and events programming will be augmented with over \$25,000 from SAI and other sources. Although NRC funds constitute a small percentage of the overall expenditures at Columbia for study of South Asia (see above and Criteria 1), they make the Institute an effective voice in influencing the course of South Asia Studies at Columbia. NRC funding will triple the operating budget of the Institute, and allow us to provide services that we would not otherwise be able to provide, especially in teacher training, outreach, language and area studies instruction.

A4. Long-term impact on training: The proposed project will build up existing South Asia programs over the next four years and will have long-term results. By the end of the project, we will have new curricular tracks in place for our MA program. We will add two courses per year to the South Asia curriculum taught by a three-year Post-doctoral Fellow. Our K-14 Teacher Training workshops will provide Professional Development opportunities for K-12 and MSI institution instructors at two- and four-year colleges. K-16 language workshops will provide proficiency-based training for instructors and teachers in training. A Hindi Pedagogy workshops and a summer college credit-bearing course will increase the production of qualified Hindi language instructors, and enroll teachers and students from around the county. We will continue to provide South Asia content and a qualified instructor for at the Global History curriculum at LaGuardia College. A partnership with AIIS, CAORC, and other Title VI South Asia NRCs will bring MSI faculty to India for training on South Asia cultures, histories, and religions. Lectures, seminars, and conferences organized by the Institute will bring leading scholars from outside Columbia and expose students to new research. In the 3rd and 4th years of the grant period, the Center for Evaluation and Education Policy (CEEP) will evaluate our K-16 Teacher Training and Language Workshops, AIIS/CAORC and SANOC collaborations, other

outreach; and CEEP will evaluate our MA Program and CU South Asia curriculum by surveying students and graduates about curriculum and training, careers, and use of South Asia training.

B. Quality of Staff Resources

B1. Faculty qualifications: The South Asia Institute draws teaching faculty from five schools (Faculty of Arts and Science, Barnard College, International and Public Affairs, Public Health, and the Law School). SAI's affiliated teaching faculty represent 10 departments and seven languages. Appendix 5, Faculty Biographies, lists their accomplishments individually, and together evinces extensive teaching and overseas experience, high levels of proficiency in South Asia languages, a breadth and depth of research interests, and the quality and number of recent publications. Full-time faculty are chosen in a rigorous search process; positions are advertised nationally and internationally. Tenure requires national recognition as a scholar with excellence in teaching, publications, and service. Our language instructors, as noted in Section 4, are national leaders in performance- and proficiency-based methodologies. All of our language faculty have participated in SAI language training workshops (described in Section I, Outreach).

Our senior faculty includes some of the most respected scholars in South Asia Studies. In 2009, Partha Chatterjee received the annual Fukuoka Academic Prize for outstanding achievement in Asian Studies; and in 2012, Gayatri Chakravorty Spivak received the Kyoto Prize in Thought and Ethics. Sheldon Pollock was recognized twice by the Indian government: the Padma Sri award (2010) and the President's Award for Sanskrit (2009). In total, nine current CU faculty have been awarded a Padma Vibushan, Padma Bhushan, or Padma Sri award. Associate Professor of History Manan Ahmed was awarded a \$500,000 Mellon Hidden Collections Grant from the Council on Library and Information Resources for his "Muslim Worlds Manuscript Project," to begin in 2018. Professor of Religion Jack Hawley received two

awards from the Association for Asian Studies: the 2018 A. K. Ramanujan Book Prize for Translation, for *Into Sur's Ocean: Poetry, Context, and Commentary*, and the 2017 Ananda Kentish Coomaraswamy Book Prize, for *A Storm of Songs*. (See Faculty Biographies appendix.)

Gauri Viswanathan, Class of 1933 Professor in the Humanities, Department of English and Comparative Literature, has been Institute Director since July 2017. She previously served as Institute director from 2000-2003. She was honored by the Columbia College Student Council with the 2017-18 Mark Van Doren Prize for Distinguished Teaching. Her book *Outside the Fold: Conversion, Modernity, and Belief* was honored with book prizes by the American Comparative Literature Association, the Association for Asian Studies, and the Modern Language Association. Katherine Pratt Ewing, Professor of Religion, serves as MA Coordinator for the MA in South Asia Studies at SAI (but will be on leave 2018-2020). Ewing taught at Duke University from 1991-2010, appointed in Anthropology and Religion, and served as Director of the South Asia Center (in an NRC consortium), and is Director of the Columbia Institute for Religion, Culture, and Public Life. Acting MA Coordinator (2018-2020) S. Akbar Zaidi has taught at Columbia since 2010, and previously taught at the University of Karachi.

Staff Qualifications. Associate Director William Carrick, who joined the Institute in August 2008, has over twenty years of experience in university and Title VI administration. Librarian Gary Hausman has a PhD in Anthropology and a MS in Information Science. He previously worked at the Princeton University Firestone Library and the Rare Book Collection at North Carolina, Chapel Hill. Dr. Anne-Maree Ruddy will serve as project director for SAI evaluations. She is Senior Research Associate at the Center for Evaluation and Education Policy (CEEP) and Director of Education Policy. She will serve as the principal investigator at CEEP and partner with Executive Associate Director Dr. Patricia Muller (CEEP) on the projects. Drs.

Ruddy and Muller have worked together on many large-scale evaluation projects, including the evaluation of twenty Title VI NRCs at Georgetown, Harvard, and Indiana Universities.

Professional development: The University offers strong support for faculty development: tenured faculty receive a semester of paid leave (one year at half pay) every 3.5 years; and tenure-track faculty receive a semester of paid leave in their fourth year. SAI membership in professional organizations (AIIS, AIPS, AIBS, AISLS) facilitates opportunities for research. Over any given 4-year period, virtually all tenured and tenure-track faculty, and language instructors, spend time in South Asia. The Director makes at least one trip to South Asia annually for research and institutional development; and the SA Librarian makes a biannual trip. Language instructors regularly attend workshops, conferences, and pedagogy workshops, with funding from SAI and MESAAS, and attend pedagogy training events hosted by SAI.

Student instruction, supervision, and advising: South Asia faculty taught over forty language classes and over forty area studies classes in 2017-18. In addition to a regular teaching load of four courses per year, full-time faculty mentor and supervise students. These activities typically amount to approximately 25% of a faculty time. Full-time faculty serve as DUS, or DGS for MA and PhD students, in all Depts. Depts. assign each student (major, MA, PhD) to faculty who serve as a primary academic advisor. Undergraduate advising at Columbia College and the School of Engineering is run by the Center for Student Advising (CSA), which coordinates advisement with faculty and departments. Barnard College and General Studies have equivalent faculty advisement, school-wide and at the department level.

Graduate advising takes place at the department level (as noted above) and via school-wide services, and by thesis advisors and readers for an MA thesis, or for doctoral students, a committee with five faculty. (See Section H2.) Columbia places a high value on faculty

mentoring of MA and PhD students in research and teaching skills, fostering professional practices, and supporting job searches and subsequent careers. Faculty are involved with training activities at the GSAS Teaching Center, the Preparing Future Faculty Program, and Project for Scholarly Integrity and Responsible Conduct of Research. At SIPA and Teachers College, faculty directors and departmental advisors offer advisement in tandem with school-wide advisement services and coordinate advisement activities with these offices.

SAI Executive Committee, 2017-18, by School or Department, Faculty of Arts & Sciences		
Anthropology Partha Chatterjee English and Comparative Literature Gauri Viswanathan School of International and Public Affairs Vishakha Desai	MESAAS Sudipta Kaviraj Debashree Mukherjee Philosophy Akeel Bilgrami School of Public Health Kavita Sivaramakrishnan	Religion Katherine Pratt Ewing Jack Hawley Faculty of Arts & Sciences (FAS) is the combined Faculty of Columbia College, Barnard College, Engineering, and Graduate School of Arts & Sciences

6B. Oversight: The Institute’s Executive Committee (see above) convenes regularly to review ongoing and proposed teaching, research, and programming and to discuss future directions for the Institute. The committee includes representatives from eight disciplines and three schools; four former Institute directors; a former NRC director at another university; and three senior scholars with experience as Departmental Chairs. Executive Vice President of Arts & Science, Professor David Madigan of the Statistics Dept., is an ex officio member of the Executive Committee. The Institute submits an annual report to the Board of Trustees.

Administration and Outreach Staffing: The Institute’s full-time staff consists of the Director, MA Coordinator, Associate Director/Outreach Coordinator, and Administrative Assistant, and two part-time staffers. Outreach Associate and Program Assistant. The Director,

who is always a tenured professor, oversees the Institute's academic, research, and outreach programs, and devotes 25% of non-teaching time to Institute business. The MA Coordinator is the principal academic advisor for South Asia Studies MA students with South Asia concentration. The Associate Director plans and implements teacher training in consultation with the faculty, manages programming and other activities, oversees its finances, advises students and faculty about policies and procedures, and administers NRC projects and FLAS fellowships. The Administrative Assistant is responsible for implementation of outreach and programming activities; and manages the day-to-day operation of the Institute. The Outreach Associate co-teaches Global History at LaGuardia College, and assists with teacher training projects. The Program Assistant, a SIPA student, assists with SAI programming, activities, and other projects.

B3. Non-discriminatory employment practices: Columbia's non-discriminatory employment policies are administered by the Human Resources office at each school, to ensure compliance with regulations to monitor the recruitment of members of traditionally underrepresented groups, including ethnic minorities, women, seniors, and the disabled. All hires of instructional and administrative staff are reviewed by and subject to the approval of a central affirmative action monitoring committee. A Vice Provost for Diversity Initiatives position was established in 2004. A private donation of \$15 million (2005) and a \$30 million Presidential award (2012) support the recruitment of women and minority faculty. Ten of Columbia's twenty schools and colleges are headed by women. At present, 21% of tenured faculty and 32% of tenure-track faculty, and 44% of staff are racial/ethnic minorities; women represent 27% of tenured faculty, 39% of tenure eligible faculty, and 47% of staff. At SAI, 38% of affiliated faculty are women; 72% are of South Asia origin; language instructors are 90% of SA origin; and the full-time SAI staff are 50% of SA origin and 80% women.

C. Impact and Evaluation

9A. University Impact: South Asia language programs at Columbia enrolled 1,302 registrants in the past four years; with students from twelve different schools, including six professional schools. SA content has been incorporated into the curriculum of twelve departments and five schools; and SA courses are incorporated into the university's undergraduate core curriculum. (See Criteria F.) In 2014-2018, SAI made a concerted effort to collaborate with Columbia departments, centers, and institutes, and with student groups, to reach new audiences and to facilitate an exchange of knowledge (see table below).

Community Most SAI events are open to the general public, and for co-sponsored events, are advertised beyond our usual participant lists, to attract attendees from the wider New York area. Teacher Training programs have enrolled K-12 teachers from public and private schools from throughout the NY metropolitan area, including teachers from neighborhood Harlem schools. A 2014 event addressed the issue of hate crimes directed against Muslim and South Asians, in response to incident near campus. It featured scholars, community leaders, and activists with an audience of over 200, primarily residents of the surrounding neighborhoods. A four-day SA literature conference with the Indo-American Arts Council in 2014 attracted over 1,100 persons - the general public, and educators and students from the metropolitan area.

Region: From 2014 through 2018, the Institute organized 134 events for a variety of audiences, many with co-sponsors on-campus, and some with regional and national organizations. Our annual Language & Literature workshops are attended by faculty and graduate students primarily from around the tri-state area, but often attract scholars from as far

South Asia Events Programming, Sept 2014 through May 2018				
Type of Event	#	Attendees	Audience	Co-Sponsors
Conferences (one or two days)	2	1,220	General Public; Post-secondary educators; students	Howard University; Indo-American Arts Council; Scholars at the Intersection of South Asian & African Studies (SISAAS)
Panel Discussions (half-day events)	18	1,333	General Public; Post-secondary educators; students	Columbia: Center for Science and Society; Dept. of Art History and Archeology; Dept. of Asian and Middle Eastern Cultures (Barnard); Heyman Center for Humanities; Institute for Comparative Literature and Society (ICLS); Institute for Religion, Culture, and Public Life (IRCPL); Journalism School, School of International and Public Affairs; School of Law; Weatherhead East Asian Institute. NYU; Roosevelt House, CUNY Hunter College; South Asian Journalists Association.
Distinguished Lecturer Series	21	872	General public; post-secondary educators; students	Depts. of MESAAS and History
Colloquium and Lecture Series	55	1,655	General public; post-secondary educators; students	Columbia: Center for Int'l History, Committee on Global Thought, Dept. of Anthropology, Dept. of Asian and Middle Eastern Cultures (Barnard); Dept. of MESAAS, Heyman Center for the Humanities, History Dept, ICLS, School of the Arts Film Program,
Film Screenings	7	383	General public; post-secondary educators; students	Barnard College; Graduate School of Business; Institute for Research on Women, Gender, and Sexuality; School of the Arts Film Program, MESAAS
Language and Literature workshops	4	138	Post-secondary educators, students	Dept. of MESAAS
Lecture during Familiarization visit (2 days)	1	47	Military Officers from two US military colleges	National Defense University, College of International Security Affairs
Music, Dance , And Theatrical Performances	9	1,100	General Public; Post-secondary educators, students	Columbia: Miller Theater; Barnard College Asian and Middle Eastern Cultures, Dance, Religion, and Theatre Departments; Dept. of MESAAS; IRCPL
Professional Development Workshops	10	221	K-12 Teachers; 2-year and 4-year college professors	Middle East Institute, Teachers College Educators for Teaching India (Boston)
Language Training Workshops	7	231	Language Instructors, K-16 and Community Schools; Startalk Teachers-in-Training; national and int'l professionals	Columbia Dept. of MESAAS; NYU Hindi-Urdu Program & StartTalk Program
Totals	134	7,140		
Student Group Co-sponsors				Club Bangla, DISHA at Teachers College, Org. of Pakistani Students; South Asia Assoc. (SIPA), South Asia Graduate Student Forum, SPIC-MACAY Columbia chapter

away as California, Michigan, and Texas. Language proficiency workshops organized by SAI and the SA language programs at Columbia and NYU have been attended by language instructors at K-12, community schools, colleges and universities primarily from NY, NJ, Connecticut, and Pennsylvania. Our K-12 Teacher Training workshop participants primarily derive from the NYC metro area, NJ, and Connecticut.

Nation SAI faculty experts are visible nationally on television, the internet, and in newspapers on cultural, economic, political, and security issues (See Criteria I). A Spring 2016 conference at Howard University was organized by Columbia College alumnae and FLAS fellow Jazmin Graves, with Scholars at the Intersection of South Asia and Africa Studies (SISAAS). SAI funded travel for three presenters, and co-sponsored the event along with AIIS, Morgan State University, and three other South Asia NRCs (Chicago, Cornell, Wisconsin).

Hindi-Urdu Proficiency Workshops and other language training events, co-sponsored with NYU, and in particular, the curricular materials produced at the workshops and by our language faculty, have impacted language programs across the country through dissemination on the web and via STARTALK. Participants in our language workshops have included instructors from the four states of the NYC Metro area, but also from Georgia, Illinois, North Carolina, Ohio, Texas; and from India, Sweden, and Turkey. Our support of the South Asia Summer Language Institute provides access to language training to students at schools where it is otherwise unavailable.

The South Asia Across the Disciplines Series, a joint project of the SA NRS at Berkeley, Chicago, and Columbia, and their respective university presses, published 39 books between 2010-18 by junior scholars, with more in press, and sold over 14,000 books (sales for 26 books, as of Spring 2016, the latest available). SAAD books have been awarded 16 book prizes by

scholarly associations such as the American Historical Association, the American Academy of Religion, and the Association for Asian Studies (See Appendix 4 for a complete list of prizes).

South Asia Across the Disciplines, Book sales as of Spring 2016			
University Press	Books Published	Books Sold	No Sales Figures
California, Berkeley	15	3,788	6
Chicago	11	4,531	4
Columbia	13	5,915	2
Total, SAAD project	39	14,234	12

C2. National Needs. Columbia and the South Asia Institute represent all countries of the region in its programming and curricula; CU offers language training in six priority LCTLs: Bengali, Hindi, Persian, Punjabi, Tamil, and Urdu. Cooperative arrangements allow students from Cornell, CUNY, NYU, Princeton, and Yale to enroll in our language courses

The School of International and Public Affairs offers over 24 courses annually relating to cybersecurity. At SIPA, the Security Studies concentration trains students for employment in positions in the government (State, Defense, Homeland Security, Intelligence agencies, and Congressional Offices), at financial institutions, tech companies, and internationally. The Career Center at SIPA specializes in facilitating access to opportunities at government agencies, NGOs, non-profits, the UN, IMF, World Bank and other international organizations. Columbia provides undergraduate and graduate students with the opportunity to explore careers in international security, the state and defense departments, and intelligence services. The Center for Career Education (CCE) works with government agencies to organize information/recruiting events, to provide an introduction to careers in government, both in the military and in civilian life, and often feature Columbia alumni as speakers. The Yellow Ribbon program for veterans at Columbia has 140 spaces allotted for students in 2014-15 across 17 schools and programs. The School of General Studies, the School of Professional Studies, and the Graduate Business School

do not set any limits on the number of YR students. Many of these veterans have spent time in Afghanistan and are interested in studying the languages, history and culture of the South Asia.

C3. Equal Access. All events, competitions, courses, and projects operate in accordance with Columbia's guidelines on affirmative action (see GEPA statement). Columbia College has the highest percentage of minority students enrolled among the Ivy League schools. Columbia College and Barnard, our largest undergraduate schools, have a combined student population that is two-thirds female. Since April 2012, CU has had an ongoing commitment to recruit faculty and postdoctoral candidates from traditionally underrepresented groups. Columbia and Berkeley participate in a consortium of 26 colleges with the Liberal Arts Diversity Officers Organization, and the Mellon Foundation, to promote faculty and student diversity, by accelerating faculty recruitment of Columbia and Berkeley PhDs at the colleges and recruitment of under-represented PhD candidates from the colleges. Columbia College has an Exchange Program with Howard University and Spellman College, for term or year visits at the three schools.

Columbia's commitment to equal access for the disabled has resulted in annual accessibility improvements through the renovation of academic and residence halls. Walkways, building entrances, ramps, bathrooms, and elevators have improved campus access by wheelchair-bound persons. Elevators have been refurbished with Braille control panels and audible floor indicators. Knox Hall, the home of the Institute, was designed to feature disability access. Columbia offers a wide variety of assistance for disabled students, through the Office of Disability Services, e.g. administration of exams, services such as note-taking, sign language interpreters, assistive technology, and accessible housing needs.

C4. Evaluation Plan The external evaluation of the SAI will be conducted by the Center for Evaluation & Education Policy (CEEP), a nationally and internationally recognized external

evaluator. CEEP's content-diverse portfolio of projects includes extensive experience conducting external evaluations of programs funded by the U.S. Department of Education (USED), Department of State, National Science Foundation and NATO; and evaluation technical assistance for the Office of Management and Budget, and the Office of Innovation and Improvement (USED). CEEP has served as an external evaluator and/or provided technical assistance for twenty NRCs and Area Studies Programs across four universities (Indiana, Georgetown, Harvard and Columbia). CEEP Project Director for this evaluation, Dr. Ruddy, has served as an Advisory Board member to the USED postsecondary office providing consultation on a survey administered to FLAS fellows; and has worked closely and collaboratively with SAI during the most recent Title VI funding cycle, to conduct a K-16 Teacher training survey in 2015, and a survey of current students and alumni in 2017. CEEP's prior experience working with Title VI centers over twelve years, and with SAI in 2014-18, will provide a strong foundation for the proposed external evaluation; and will allow the SAI to efficiently and effectively use evaluation results to improve the ongoing activities and to measure impact.

Evaluation Components. The external evaluation conducted by CEEP will be complemented by ongoing internal evaluation. Both the internal and external evaluation will include comprehensive formative and summative evaluation of center activities and NRC collaborative efforts. The evaluation specifically focuses on measuring the extent to which the SAI successfully meets the GPRA measures and the three established goals (corresponding to the Title VI priorities): increase participation in, and impact of, K-14 teacher training (Absolute Priority 2); increase MSI faculty and student participation and interest in South Asia Studies (Competitive Priority 1); and increase K-16 language instructors with proficiency-based instruction skills (Competitive Priority 2). As evidenced in the table below, CEEP worked

closely and collaboratively with SAI to develop meaningful and specific *goals* and *performance measures*; and to develop project-specific, and quantifiable, outcome *indicators* to assess progress towards goals. Similar information plus corresponding activities are included in Appendix 7 on the required Performance Measure Form (PMF). However, the table below also indicates the types and sources of data, and the frequency of data collection.

Project Goal #1: Increase participation in, and impact of, K-14 teacher training (Absolute Priority 2)			
Performance Measures	Indicators	Timeline	Method
Increase K-14 teachers' knowledge and use of South Asia content and language pedagogy by 10% annually	• Number of K-12 teachers and MSI instructors participating in workshops	Annual	Grantee/program records
	• Number of contact hours	Annual	Grantee/program records
	• Number of teachers earning PD credit	Annual	Grantee/program records
	• Use of materials introduced at workshops	Year 4	Outreach survey by CEEP
	• Percentage of participating K-14 teachers who report increased knowledge of South Asia as a result of workshops	Year 4	Outreach survey by CEEP
	• Percentage of participating K-14 teachers who report using /workshop content in their teaching	Year 4	Outreach survey by CEEP
	• Numbers of events and participants at SANOC events	Annual	SANOC
	• Percentage of participating K-14 teachers who report using content from SANOC events in their teaching or library	Year 4	Outreach survey by CEEP

Project Goal #2: Increase MSI faculty and student participation and interest in South Asia area studies (Competitive Priority 1).			
Performance Measures	Indicators	Timeline	Method
Increase numbers of faculty and students at partnering MSIs graduating with South Asia area studies coursework by 10% annually	• Numbers of faculty at partnering MSIs who offer courses with South Asia area studies content	Annual	MSI Registrars
	• Numbers of students at partnering MSIs enrolled in courses with South Asia area studies content	Annual	MSI Registrars
Increase numbers of faculty at MSIs with exposure to South Asia and the academic study of South Asia by 10% annually.	• Numbers of faculty at partnering MSIs participating in sponsored events/programming	Annual	SAI/AIIS/CAORC
	• Number of MSIs represented on trip	Annual Year 4	AIIS/CAORC Outreach survey

	<ul style="list-style-type: none"> Percentage of participating MSI faculty who report increased interest and use of South Asia area studies content and resources as a result of participation. 		by CEEP
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Project Goal #3: Increase numbers of K-24 South Asia language teachers with proficiency-based and assessment-based instructional skills. (Competitive Priority 2)

Performance Measures	Indicators	Timeline	Method
Increase numbers of language professionals with proficiency and assessment training at K-14 levels for Hindi-Urdu and other South Asian languages by 10% annually	<ul style="list-style-type: none"> Numbers of K-14 language instructors participating in workshops Percentage of language instructors reporting increased understanding of language teaching methodology and practice Percentage of participating language instructors reporting use of training techniques in the classroom Numbers of K-14 language instructors and teachers-in-training participating in workshops Percentage of language instructors reporting increased understanding of methodology and practice Percentage of participating language instructors reporting use of training techniques in the classroom Numbers of K-14 language instructors and teachers-in-training enrolled in class Percentage of enrolled students reporting increased understanding of language teaching methodology and practice Percentage of enrolled students reporting use of training techniques in the classroom 	Annual Year 4 of Grant Year 4 of Grant Annual Year 4 of Grant Year 4 of Grant Annual Year 4 of Grant Year 4 of Grant	Grantee/program records Outreach survey by CEEP Outreach survey by CEEP Grantee/program records Outreach survey by CEEP Outreach survey by CEEP Grantee/program records Outreach survey by CEEP Outreach survey by CEEP

Formative Evaluation: The first half of the project will focus on evaluating the extent to which new or redesigned programs/activities are being implemented as intended and accomplishing their stated need. The resulting feedback will allow for continuous improvement to help ensure that program goals are met. In year three, the evaluation focus will shift to impact; however, outcome data will also be collected in years 1-2. **Summative Evaluation:** Evaluation in years 3-4 will primarily analyze the outcomes of the SAI activities/programs. For example, CEEP will measure the extent to which SAI has impacted students, faculty, and the community. To

accomplish this, CEEP will follow up with former participants, including those from K-12 schools, community colleges, businesses and the media. An online “Outreach Survey” will be administered to determine the extent to which the SAI has impacted participants’ teaching, career, research, studies, and language use. A “Grand Survey”, will be administered to all academic program affiliates of the center including current undergraduate and graduate students, alumni, and FLAS recipients, with a focus on SAI’s MA Program and South Asia curriculum. The survey will determine the impact SAI has had on their current/future studies and careers. Additionally, SAI can use the data gathered on this survey to report on its participants’ current status, employment, and use of cultural knowledge/language in their current studies/employment.

Evaluation Timeline and Deliverables. Baseline data on each indicator will be collected at the beginning of the grant period. Data collection will continue annually for the summative evaluation and as needed for the formative evaluation. Progress toward goals will be submitted annually, reporting on the activities and outcomes of the preceding year, as well as applicable longitudinal outcomes. In year 4, a summative report will focus on the extent to which the grant program accomplished pre-established goals.

Results of Recent Evaluations During 2015-16, the Columbia Academic Review Committee (ARC) conducted an external review of SAI. ARC convened an internal committee of three professors (from Anthropology, Art History, and History/Public Health) and an external committee of three South Asia professors from Berkeley, CUNY, and Duke. Both committees met with the SAI director and staff; the Executive Committee, university administration; and twenty junior and senior faculty. The principal recommendations for SAI were for new faculty lines in South Asia Studies; post-doctoral lines to expand course coverage; review of our MA program structure (completed in 2017), a new introductory MA core course (to be introduced in

2018); and to revise the By-Laws of the Institute (approved by A&S in 2017). Two South Asia searches are planned for 2018-19 in MESAAS. Anthropology and MESAAS are negotiating with A&S for a joint appointment; and the Politics Dept. is negotiating to hire a senior scholar. IRCPL will create a 3-year Post-doctoral fellow at SAI, using A&S, grant, and NRC funds.

In 2014-18, SAI partnered with CEEP to organize two evaluation projects, a survey of teacher training activities, and a survey of students and alumni trained in South Asia Studies. The Teacher survey indicated that 96% of respondents hoped to attend future workshops; 91% used knowledge from the workshops in their classrooms, 48% using the materials disseminated. Teacher concerns expressed in the survey included topics to be covered, incorporation of materials into K-8 grade level classrooms, and types of materials distributed. For example, SAI organized a workshop on Global Trade in Spring 2018, which focused on a suggested topic of many respondents, economic history. The workshop included a session with a Teachers College professor on techniques to incorporate workshop materials into the classroom at all K-14 grade levels. Each K-8 and 9-12 teacher wrote a lesson plan based on a workshop template, crafted for their own classroom, which was critiqued by the Professor and shared with participants via Google Drive. Faculty lecturers posted power point files , maps, and other materials as well.

A second CEEP survey focused on students and alumni. The survey found that 100% of FLAS fellows were using their language skills in employment or continuing graduate study; and 36% of all respondents used their language skills on a daily basis at work, 43% used area skills daily, and 29% cited language skills to be crucial in obtaining employment. Student satisfaction with the Columbia program was high overall: 94% of alumni 88% of current students, 89% of FLAS fellows were satisfied or very satisfied.

C6. Production of Specialists In the four years between September 2013 and September 2017, 145 students with South Asia language and area studies expertise received degrees, including 56 Bachelor's, 67 Master's, and 22 Doctoral degrees; and are employed across the government, education, business and non-profit sectors. (See tables below.)

Graduates with South Asia concentration by Discipline, 2013-14 to 2016-17			
	BA	MA	PhD
Anthropology	3	1	5
Area Studies (AMEC, MESAAS and South Asia Studies)	42	45	5
Art History	1	6	2
Education (Teachers College)			2
Foreign Language & Literature (English & Comp. Lit.)	1		
History	2	3	3
Political Science	4		1
Religion	3	7	4
Public Administration and Policy (SIPA)		5	
Total	56	67	22

Job Placement of South Asia concentrators by Degree, 2013-14 to 2016-17			
	BA	MA	PhD
Elementary/Secondary Education	2	1	1
Federal Government	2	6	
Foreign Government	1	1	
Graduate Study	12	27	
Higher Education	5	4	15
International or Foreign Organizations (in the US)		2	
International or Foreign Organizations (outside the US)	1	1	1
Private Sector (for-profit)	12	6	
Private Sector (non-profit)	7	7	2
State and Local Government	1		
U. S. Military		2	
Unknown or out of job market	13	10	3
Total	56	67	22

C6. NRC National needs and Dissemination Columbia runs programs in six out of the seventy-eight priority LTCL languages: Bengali, Hindi, Persian, Punjabi, Tamil, and Urdu. SAI is a member of SASLI, which offers Summer Intensive programs in all of the above plus Gujarati, Malayalam, Marathi, Nepali, Pashto, Sinhala, and Telugu. Our South Asia faculty offer training on the history, societies, and politics of the region; and their research has been

recognized with grants and awards (See Section B). The Career Center at SIPA specializes in facilitating access to opportunities at U.S. government agencies, NGOs, non-profits, the UN, IMF, World Bank and other international organizations. The Schools of Engineering, Public Health and the Earth Institute manage multi-million dollar projects in South Asia with opportunities for career development for students and graduates. Columbia provides students opportunities to explore careers in security and intelligence services, and the state and defense departments, via recruitment events at the Center for Career Education (often featuring Columbia alumni). At SIPA, the Security Studies concentration trains students for employment in positions in the government (State, Defense, Homeland Security, Intelligence agencies, and Congressional Offices). SIPA offers over 24 courses annually relating to cybersecurity, training students to work in the government, at financial institutions, tech companies, and internationally.

C7. FLAS National Needs and Placement From 2014-148 SAI awarded 41 graduate and 4 undergraduate FLAS, all for study of priority, national-need LTCLs: 11 Hindi, 9 Hindi-Urdu, 6 Urdu, 6 Persian, 5 Bengali, 4 Tamil, 2 Gujarati, and one each Marathi, Punjabi, and Sinhala. As of June 2018, nineteen of 2014-18 fellows have achieved advanced proficiency in at least one SA LCTL; and eleven will have advanced proficiency in one and intermediate in second SA LCTL. (See the table above for student placements.) Doctoral placements from 2013-17 include tenure-track positions at Berkeley, Chicago, Colgate, Columbia, Harvard, New School, NYU, Princeton, Swarthmore, the Universities of Wisconsin at Madison, and Williams College. Post-doctoral placements from 2013-2107 were at Columbia, Harvard, and Oxford (two each school).

D: Commitment to South Asia Studies at Columbia University

Since 2010, SAI has worked to revitalize and restructure its programs, in response new currents at the university. In 2010, Columbia added the Mumbai Center to its network of eight

Global Centers across the world. The Institute's interdisciplinary MA program in South Asia Studies, established in 2012, adds a strong and visible pedagogical and curricular dimension to SAI. Over the next four years, the Institute is committed to developing programming and curricula for a broader audience on campus, local communities, and nationally.

Financial Support. Operating support for South Asia Studies at Columbia was \$11,809,305 in 2017-18 (see table below); including \$142,537 of South Asia Institute funding (exclusive of NRC and FLAS).

Columbia Commitment to South Asia Studies, 2017-18			
SALARIES AND FRINGE BENEFITS	SAI	Columbia + SAI	Totals
Language instructors		\$704,013	
Area Studies Faculty		\$5,316,384	
Administrative Personnel (includes Global Center)	\$38,508	\$718,308	
Outreach Personnel	\$71,391	\$71,391	
Library Personnel		\$453,936	
Subtotal, Salaries and Fringe Benefits	\$109,899		\$7,264,032
NON-SALARY SUPPORT			
Library acquisitions		\$147,145	
Visiting Lecturers & Events programming	\$15,300	\$18,300	
Faculty Travel & Research Accounts	\$5,000	\$119,500	
Other (computers, supplies, receptions, etc.)	\$22,990	\$49,940	
Global Center in Mumbai (Other than personnel)		\$451,813	
Total Non-salary support	\$43,290		\$806,698
Scholarship support (undergraduate students)			\$1,526,630
Fellowship support (graduate students)			\$2,211,945
Total Student support			\$3,738,575
GRAND TOTAL South Asia Studies Support	\$153,189		\$11,809,305

Teaching: Full-time faculty with South Asia teaching and research interests are appointed in twelve departments and in five schools; as well as students with a South Asia focus. See the chart below for 2017-18 numbers of students and courses, and faculty with SA teaching and research interests. In addition to teaching faculty, Columbia supports 17 full-time faculty with research interests and/or ongoing research in South Asia in the Schools of Engineering, Public Health, Earth Institute, etc. (Note: salary figures in the table above are for teaching faculty and do not include SA research-only faculty.)

2017-18 Students, Classes, and Faculty (Research and Teaching on South Asia) by Department or Schools, and Faculty who Research but do not Teach SA courses								
Department (or School *)	Students		Courses		FT Faculty		PT Fac FT SA	Research only SA
	UG	Grad	UG	Grad	FT SA	PT SA		
Anthropology	-	6	1	1	2**	1		
Asian & Middle East (Barnard)	4	-	2	-	**			
Art History	-	9	2	2	1			
English /Comparative Literature	3		2	-	1	1		
Dance (Barnard)			2	-			1	
Earth Institute/E3B	-	-	-	-				10
*Engineering	-	-						2
History	1	12	3	4	2**			
International and Public Affairs	-	6	-	4	1	3	1	3
Islamic Studies (MA Program)	-	1	-	1				
*Journalism	-	2						
Language Resource Center	-	-	8	2			2	
*Law School	-	-	-	2	1			
Middle East, South Asia & Africa Studies	15	22	21	15	11	1	2	
Music			1	1				1
Philosophy	-	-	-	-		1		
Politics	-		-	1			1	
*Public Health	-		-	1		1		2
Religion	2	10	5	4	3**	1	1	
South Asia Studies (MA Program)	-	10	-					
Theatre (Barnard and GSAS)	-	1	3	-	1			
Total	25	79	51	36	23	9	8	17
*School **includes joint appointments: Anthropology-MESAAS (1) listed with Anthropology; and Barnard AMEC listed with History (1) or Religion (2)								

Library: The South Asia Collection at the Columbia Libraries, which is the fifth largest university library in the U.S., holds over 500,000 volumes on South Asia and is consistently cited as one of the strongest collections in the country. (See Section E. Library).

Linkages: The University's Global Centers represent a network of eight Centers in Amman, Beijing, Istanbul, Mumbai, Nairobi, Paris, Rio de Janeiro, and Santiago. The Centers were established to promote and facilitate the collaborative engagement of the University's faculty, students, and alumni with the world, and address global challenges. The Mumbai Global

Center offers extensive programming, often with CU faculty, on issues relating to Mumbai, Maharashtra, India, and South Asia. In 2014, the Department of Ecology, Evolution & Environmental Biology (E3B) organized a six-credit course, “Summer Ecosystem Experiences for Undergraduates,” taught in the Western Ghats in Karnataka from bases at the Mumbai Center and in Bangalore NGOs. In 2017, MESAAS Prof. Debashree Mukherjee co-taught a course, “Media Practices in India and China,” co-hosted by the Centers at Mumbai and Beijing. In 2013 the Office of the President began funding multi-year and multi-regional research activities that include Columbia faculty and students in partnership with the Global Centers. Fifteen of the 2013-2108 projects involve the Mumbai Center, including projects organized by faculty from E3B, History, and MESAAS and the Schools of Journalism, Medicine, Public Health, and SIPA.

Columbia faculty are regular advisors at the highest levels of the Indian government. Arvind Panagariya (SIPA) was the first Vice Chairman of the NITI Aayog, a cabinet level position in India, 2015-2017. Nirupam Bajpai, Senior Research Scholar at the Earth Institute, served as advisor to the Office of the Prime Minister from 1999-2013 and to Ministries of Finance, and Commerce and Industry. Bajpai and Vijay Modi (Engineering), have advised the governments of Gujarat, Madhya Pradesh, Tamil Nadu, and Uttar Pradesh. Nirupam Bajpai, Jeffery Sachs, Arvind Panagariya, and Jagdish Bhagwati have been awarded the Padma Sri, Bhushan (2) and Vibushan (respectively) for service to the Indian government. Upmanu Lall (Engineering) supervises projects in Assam, Gujarat, Jharkhand, and Punjab as director of the Water Institute, in partnership with NGOs, research institutes, local businesses and governmental agencies. Columbia’s Lamont-Doherty Earth Observatory has ongoing research projects in Bangladesh, India, and Bhutan on geologic hazards, arsenic and water, and Himalayan glacier melt, respectively. Since 2005, faculty at the School of Public Health and the Earth Institute have

collaborated on “Reducing Arsenic Exposure in Bangladesh” which received a six-year, \$16.9 million National Institutes of Environmental Health grant in 2017.

Outreach: Columbia supports half of the salary of the Associate Director/Outreach Coordinator, and much of the costs associated with our teacher training and events programming. From 2014-2018, the Institute co-sponsored events with academic units and student groups in the School of the Arts, Business, Arts & Sciences, Barnard, Journalism, Law, Public Health, SIPA, and Teachers College. (See Section C. Impact and Evaluation.)

Student Support: Graduate funding of \$2,211,945 supports students across seven departments, and three schools. Undergraduate Scholarships provided \$1,526,630 to students at Barnard and Columbia Colleges, and the School of General Studies. An five-year endowed fellowship at SAI provides support for a student from India to undertake doctoral study at CU.

E. Strength of Library

Columbia University Libraries’ (CUL) South Asia (SA) collection is one of the most comprehensive in the United States, supporting advanced research, teaching and learning at Columbia at the undergraduate, graduate, professional and faculty levels. Our comprehensive collections serve scholars and students beyond Columbia through our pioneering vision of cooperative collection development and management, and resource sharing initiatives.

E1a. Strength of Holdings: At CUL, a system of over 20 campus libraries, the South Asia print holdings exceed 500,000 volumes, with more than half of the collection in English and other European languages. We collect extensively in SA languages; the collection is especially strong in Bengali, Hindi, Marathi, Nepali, Panjabi, Rajasthani, Sanskrit, Sindhi and Urdu. Other representative languages include Gujarati, Newari, Oriya, Pashto, Sinhalese, and Tamil, and

others. The collection's geographical scope includes Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan, Sri Lanka, Afghanistan and Tibetan language material published in South Asia.

CUL participates in the Library of Congress Cooperative Acquisitions program (New Delhi and Islamabad) and receives materials in all humanities and social science subjects and select sciences: anthropology, archaeology, architecture, art, economics, ecology, film studies (including films), folklore, gender studies, geography, history, human rights, literature, mass media, music, political science, religion, sociology, statistics (including censuses), and urban planning. The SA collections are located throughout campus libraries, by subject matter, with strong holdings in Butler Library (humanities and history), the Social Sciences Library (with their Research Data Services), the Music & Arts Library, and the Library of Business & Economics. The Law Library directly acquires South Asian materials from the Library of Congress program and other sources. CUL's libraries and special collections feature unique and important South Asian studies materials. The Union Theological Seminary library has a renowned collection of missionary documents, pamphlets, and rare books and serials. The Rare Book & Manuscript Library holds a collection of 350 Sanskrit manuscripts on astronomy and mathematics, cataloged and accessible to scholars, and extensive global human rights archival collections. The Avery Architectural & Fine Arts Library is among the best in the country, with comprehensive holdings on SA art and architecture. The Butler Media Center has strong collections of SA documentary and feature films.

CUL subscribes to extensive print serials from South Asia, with major continuing subscriptions from Bangladesh, India, and Pakistan. Additional serials arrive from Bhutan, Nepal, Sri Lanka, and titles about South Asia published in other parts of the world. CUL maintains extensive access to thousands of open access and subscription electronic serials; we

enhance the discovery of open access titles by regularly cataloging them in the CUL online catalog, CLIO, with MARC records exported to WorldCat for unique holdings.

CUL provides access to an extensive array of digital information sources, including licensed journals, newspapers, ebooks, and databases featuring bibliographical information and unique primary source digital archives. For example, we recently acquired the East India Company collection of India Office Records, published by Adam Matthew Digital, and the Annual Survey of Industries firm level data for 1998-2014 from the Ministry of Statistics in New Delhi. The strong and distinctive research collections are promoted through publicly available online South Asia Studies Research guides on the CUL website; new resources are publicized on the Global Studies Blog and in a CUL South Asia newsletter. The Digital Scholarship division supports several South Asia library projects and there is strong SA subject representation in the CUL institutional repository of open access publishing, Academic Commons. Academic Commons receives high traffic from users in India, the third most popular source country of use.

Financial Support: The Libraries' allocated approximately \$150,000 to support SA acquisitions in 2017-18. These numbers do not include CUL funds to support e-resources that cannot be tracked by region, nor purchases by subject specialists in art, architecture, music, film, law, and health sciences. Expenditures on direct support for staffing were \$349,854 in FY2017-18, including support for an FT South Asian Studies Librarian, and effort contributed by staff that support acquisitions, cataloging, access, digital scholarship, and research services.

E1b. Cooperative Arrangements and Resource Sharing: Columbia, the NY Public Library and Princeton Univ. are founding partners in the Research Collections and Preservation facility (ReCAP), which launched a Shared Collections Service in 2017. Over seven million new items from partner collections became available to Columbia affiliates and Columbia holdings are now

easily discovered and requested by researchers at partner libraries. The success of this shared infrastructure enables improved cooperative collecting for South Asia across ReCAP partners (now including Harvard). Columbia will participate in plans for collaborative collecting of SA studies monographs and print serials to be held at ReCAP, reducing duplication and increasing the diversity of SA collections serving researchers across the country.

CUL participates in several important collaborative projects for SA resources. We are a member of the South Asia Materials Project and the Southeast Asia Materials Project (SAMP and SEAM), hosted by the Center for Research Libraries. SA Librarian Gary Hausman is a member of the Committee on South Asian Libraries and Documentation (CONSALD). Since 2010, CUL has participated in eight national South Asia Cooperative Collection Development Workshops. The “2CUL” collaboration between CU and Cornell Libraries includes coordination and sharing of resources in their South and Southeast Asian studies collections. Columbia is a contributing member of the South Asia Open Archives (SAOA), a collective of 25 institutions from the US, India, and Pakistan dedicated to digitizing and making South Asia collections widely accessible via open access to North American scholars and researchers worldwide. Dr. Hausman serves on the SAOA Digitization Committee and rare materials from CUL’s Burke Library and other collections have been digitized.

Columbia is a founding member of the Ivy Plus Libraries, a partnership of 13 institutions which coordinate collecting and resource sharing initiatives including Borrow Direct, a network of 12 academic libraries providing expedited interlibrary loan services. Columbia, NYU, and the NYPL comprise MaRLI, a cooperative agreement to share resources through on-site access. Columbia is a member of regional and national resource sharing partnerships: the Metropolitan New York Library Council (METRO), a network of 250 libraries in the NYC area that allows

access to unique items in member libraries; the Online Computer Library Center (OCLC) and their 80-plus member SHARES program, for interlibrary loan services and provides preferred on-site library access; NERL (Northeast Research Libraries Consortium) which coordinates joint licensing and price negotiation for electronic resources; and the Center for Research Libraries, a consortium for shared acquisition, preservation and access to unique and specialized materials.

The initiatives, networks and consortia outlined above enable discovery and use of Columbia's collections by regional, national, and international researchers. Columbia academic units may nominate non-affiliated individuals as Visiting Scholars or Research Associates to obtain library privileges. CUL's online catalog CLIO is openly available and CUL holdings (eligible for loan) appear in the joint Borrow Direct catalog. CUL records for Shared Collections items load in the online catalogs of ReCAP partners for direct borrow requests. CU students, faculty, and researchers have access to a rich research environment extending beyond our campus. These resource sharing arrangements are leveraged to enable coordinated and targeted collection building, to maximize our investments in collections, to extend our capacity for stewardship over important scholarly resources, and to support and enable research and learning.

F. Quality of the Non-Language Instructional Program

F1. Course Offerings: South Asia was incorporated into the undergraduate and graduate curriculum in twelve departments and programs, 2014-2018 (see table below) and in five schools at the university (Barnard, Arts & Science, Law, Public Health, and SIPA).

Professional Schools: Courses with significant South Asia content are offered at the Schools of Law, Public Health, and SIPA (see table below). S. Akbar Zaidi has offered two SIPA courses per year on the political economy of Pakistan and South Asia. Arvind Panagariya and Vishakha Desai offer an annual SIPA courses on the Indian Economy, and on Foreign Policy

and Culture, respectively. Dipali Mukhopadhyay teaches two courses per year on Afghanistan and International Security. At the Law School, the B. R. Ambedkar Research Scholar and Lecturer was endowed and established in 2012, to offer courses on Indian Constitutional Law. In 2012, the School of Public Health hired Kavita Sivaramakrishnan (now tenured), who offers two courses on Public Health focused on India, cross-listed with History.

Total Number of South Asia Studies Courses, 2014-2018 (4 academic years)					
Department/Program & School (*in Arts & Sciences Dept.)	Undergraduate	UG/MA	Graduate	Total	Interdisciplinary content
Anthropology*	1	2	3	6	3
Art History*	8	4	5	17	-
Dance (Barnard)	5	-	-	5	-
English and Comparative Literature	6	-	1	7	7
Committee on Global Thought	-	-	3	3	3
History*	11	8	8	27	5
International Affairs (SIPA)***	-	-	17	17	9
Islamic Studies*	-	-	1	1	1
School of Law***	-	-	7	7	-
Music*	9	1	-	10	1
Political Science*	2	4	-	6	2
School of Public Health***	-	-	3	3	-
Religion*	17	5	5	27	10
South Asia Studies*, MESAAS* and Barnard AMEC (combined)	31	9	17	57	41
Theatre (Barnard)	7	-	-	7	7
TOTALS	97	33	70	193	94
UG/MA = course designed for upper undergraduates and MA students and MA/PhD students Graduate: course limited to MA or PhD students. *** Professional Schools					

F2. Interdisciplinary courses: Faculty have developed interdisciplinary approaches to the region, including the undergraduate core curriculum courses (mentioned above), at both the undergraduate and graduate level, in particular, at the primary South Asia units, AMEC and MESAAS. As per the above table, nearly 48% of courses include interdisciplinary work. Faculty regularly teach courses that combine the study of anthropology and religion (Ewing); anthropology, history and politics (Chatterjee); history, philosophy, and politics (Kaviraj and Bilgrami); politics and history (Zaidi); religion, history, culture (McDermott). The number of

faculty is shown in the table below, showing discipline, FT or PT appointments, percent of time devoted to South Asia, and percent of time for each discipline.

F3. Teaching Faculty The course offerings listed in the above table were largely taught by 32 full-time faculty, and eight part-time faculty. Undergraduate classes with large enrollments have lecture sessions taught by full-time faculty, and discussion sessions lead by graduate Teaching Assistants. Of the South Asia course offerings, there are about eight such courses with large lecture sessions and smaller 12-15 student discussion sessions in a given year.

Columbia University South Asia Teaching Faculty, 2017-18, by discipline (with percentage of time devoted to teaching and research on South Asia)		
Anthropology Chatterjee (25/100% FT) Daniel (50% FT) Ewing (50/100% FT) Green (25% FT)	International Affairs Desai (50% FT) Mukhopadhyay (75% FT) Panagariya (75% FT) Potter (25%, PT)	Politics Chatterjee (75/100% FT) Kaviraj (100% FT) Oldenburg (100% PT) Zaidi (50/100%, FT)
Art History Dehejia (100% FT)	Law Guruswamy (100%, FT)	School of Public Health Kavita Sivaramakrishnan (50% FT)
Dance Coorlawala (100% PT)	Literature Busch (100% FT) Kia (50/100% FT) Pollock (100% FT) Spivak (25% FT) Viswanathan. (100% FT)	Religious Studies Ewing (50/100% FT) Hawley (100% FT) McDermott (100% FT) Thurman (100% FT) Yarnall (100%, PT)
Film/Visual Culture Mukherjee (100%, PT)	Philosophy Bilgrami (50% FT)	Theatre Mitra (75% FT)
History Ahmed (100% FT) Kaviraj (50/100%, FT) Kia (50/100% FT) Rao (100% FT) Zaidi (50/100%, FT)		

Teaching Assistant training: Doctoral students are required to obtain between two and six semesters as a Teaching Fellow as part of academic training, which averages 10-15 hours of work per week. Teaching fellows have training options at the School and Dept. level. Most Depts. provide training on best practices and forums for the exchange of information (meetings and/or on-line forums). The GSAS Teaching Center provides mandatory term orientations and a

schedule of about 12 optional workshops per term. Their Collaborative Learning Program leads to a certificate upon completion of three workshops and training in digital technology, with an optional teaching lab for practice and feedback from peers. The Center maintains a teaching resource library, on-line Teaching manual, and consultants for advice on teaching issues. Other campus resources and workshop that contribute to pedagogical training include the Center for Digital Research and Scholarship, the Center for New Media and Teaching, the Center for Career Education, and a variety of Counseling and Psychological Services.

F4. Depth of course coverage: While MESAAS is the primary department for undergraduate and graduate study of South Asia (with AMEC at Barnard), Columbia has faculty and course strength and depth sufficient for a South Asia undergraduate and graduate focus in Anthropology, Art History, English and Comparative Literature, History, Politics, and Religion (see table above, D. Commitment, and Appendix 5). Areas of curricular strength include Anthropology and History of South Asia; Anthropological and Social History of Modernity; History of Colonial Institutions; Literatures of South Asia; Nationalism; Media and Performance Studies; Political Economy of Postcolonial Development; Religions of South Asia; Sanskrit literature and philosophy; and Visual Arts of South Asia.

G. Quality of Language Instructional Program

G1. Extent of offerings and Enrollments: Columbia offers three modern languages through MESAAS with a three-year sequence: Hindi, Persian, and Urdu. The Language Resource Center (LRC) adds three modern languages: Bengali, Panjabi, and Tamil, taught across two years. MESAAS offers Sanskrit across three years, with a set of four advanced courses that are rotated across a two-year schedule. Enrollments in language classes have been consistent over the past four years (see table above). Students across the university have enrolled

in SA language classes: Barnard and Columbia Colleges; GSAS; School of General Studies, and Professional Schools. Arts & Sciences units account for the majority of the language registrants; among the professional schools, the largest cohort of language students is at SIPA.

Language Program	Total Registrants – Four Year Total and Break-down by language and year				
	2014-15	2015-16	2016-17	2017-18	2014-18
Bengali	26	30	32	21	109
Hindi-Urdu	147	148	151	132	578
Persian	77	72	59	75	283
Panjabi	35	26	22	29	112
Sanskrit	48	44	33	28	153
Tamil	14	25	16	12	67
Totals	347	345	313	297	1,302

With a Mellon grant, the Language Resource Center entered into an agreement to share language courses with Cornell and Yale in 2012. The grant enabled construction of interactive classrooms with cameras, microphones, speakers, and two large-screen monitors at three schools. The classrooms at Columbia teach Panjabi and Tamil to students at Cornell and Yale, and to bring Sinhala to Columbia, from Cornell. Cameras can be operated by students, and the two screens enable students at Cornell or Yale to participate in the Columbia classroom, and view on-screen material. Instructors travel to each school once per term. The “Shared Course” program enables 18 languages to be shared. From 2014-18, sixty-one registrants from Yale and Cornell earned credit from Columbia Panjabi and Tamil classes (above table does include these registrants). The LRC maintains resource materials for self-study for languages not offered and will search for, and train, native speakers to provide non-credit tutorials for students and faculty. The LRC has provided such tutorials (2014-18) for Hindi, Marathi, Pashto, Sinhala, and Tamil for specialized research needs, improvement of skills, or to maintain skills through practice.

G2. Depth of offerings: Columbia offers Department-based three year programs (Elementary, Intermediate, and Advanced levels) in Hindi, Persian, Sanskrit, and Urdu. The

Language Resource Center offers two-year programs in Bengali, Punjabi, and Tamil; a third year is available for these languages as supervised study. In 2010-11, and Heritage Hindi track was introduced; and in 2012-13, a Heritage Urdu track. In one year, students in the Heritage classes can obtain the equivalent of two years of language study (Elementary through Upper Intermediate). Literature classes taught in the target language are available in Hindi, Persian, and Urdu. While Columbia does not offer other language across the discipline courses, area studies professors provide the opportunity for students to work with materials in Bengali, Hindi, Sanskrit, Tamil, and Urdu in the context of disciplinary courses, or as an independent study.

Columbia University South Asia Language Faculty, 2018-19			
Bengali Bhattacharjya (100% PT)	Hindi-Urdu Ahmad (100%, FT) Rajpurohit (100% FT) Ranjan (100% FT)	Punjabi Singh (100% PT)	Tamil Tyler (33% FT)
Persian Honarmand (100%, FT)		Sanskrit Pollock (50/100% FT) Tyler (66%, FT)	Urdu Ahmad (50/100% FT)

G3. Staffing: Since Fall 2010, following a Spring 2010 search for two full-time Hindi-Urdu instructors, including one incremental position, the Hindi-Urdu Program has been staffed by a total of three full-time instructors (Ahmad, Rajpurohit, and Ranjan). There is a full-time instructor and one tenured professor teaching Sanskrit; and one full-time instructor each Modern Persian (with a Teaching Assistant for Elementary). The Sanskrit instructor Tyler Richard will begin teaching Elementary Tamil in 2018-19, which will alternate biannually with Intermediate Tamil. Two part-time instructors teach the LRC language courses in Bengali and Punjabi.

Training: All of our modern language instructors (except Tamil) are native speakers of the languages that they teach, and with one exception (an ABD candidate) have PhDs in either

linguistics or language and literature. Departmental and LRC language instructors regularly attend national conferences, pedagogy workshops and other training opportunities hosted by ACTFL, Flagship centers, language associations, with funding provided by SAI and MESAAS, as well as SAI workshops organized by NYU and Columbia. LRC pedagogy workshops are offered annually and one-on-one consultations for instructors are available. Since 2010, South Asia Language Coordinator Rakesh Ranjan has organized fourteen workshops focused on proficiency and assessment methodology for Hindi, Urdu, and Panjabi, funded by SAI. In the same period he organized three language pedagogy workshops that were open to instructors in other LCTLs at the LRC. SAI was the primary funding source for all of these workshops (See Section I Outreach for 2014-18 workshops). Nearly all of these language pedagogy workshops and conferences were attended by the cohort of South Asia language instructors at Columbia.

4D. Quality of Program and Performance-Based Instruction: Columbia language instructors use performance-based and task-based methodology across their curricula, focusing on the development of speaking, listening, reading, and writing skills through the use of authentic text and video materials. Classroom methodology and pedagogy in all programs are under the direction of SA Language Coordinator Ranjan. Classroom teaching is based on constructed-response formats which allow for performance-based assessments. National standards incorporating ACTFL and ILR guidelines were incorporated into the South Asia language revised curriculum in 2011-13, including learner-centered and real-life task methodologies to align with the “Global readiness” and “Global Standards” models.

Resource Materials (aural, web, video, text) for all South Asian languages taught at Columbia have been collected and developed with the help of the Language Resource Center and are available on-line for use by instructors and students

Language Proficiency Rakesh Ranjan, South Language Coordinator, is a national leader in the formulation and introduction of proficiency-based methodology and pedagogy. With his counterpart at NYU in Hindi-Urdu, who runs an NYU Startalk project, Ranjan has organized training workshops funded by SAI (see Outreach section). In the past four years, Ranjan has created over 60 curricular units featuring high resolution video clips of native speakers filmed in India, most recently a series for teaching Hindi and Urdu focusing on “Festivals of India.” He is a consultant for the American Council on International Education on ILR assessment and testing materials, and for a consortium of HBCUs in Maryland and Virginia which is building a Hindi-Urdu program. Ranjan works closely with the Language Resource Center to assure the use of proficiency-based methods in LRC programs, and he participates in the LRC assessment and curricular materials programs. Ranjan serves as Director of AIIS Summer Intensive Intermediate Hindi program in Jaipur, is a member of the AIIS language committee, and serves as one of three language instructors on the Board of Directors for SASLI. Dwijen Bhattacharjya, the Bengali instructor, is certified by ACTFL as an OPI examiner and performs OPI testing for both the Departments of Defense and State, and runs a Native Language Arts program for Bengali speakers for the NYC Department of Education.

H. Quality of Curriculum Design

H1. Undergraduate Instruction: The core curriculum for undergraduate degrees at Columbia in all schools includes language and area studies. Undergraduates must demonstrate upper intermediate proficiency in a foreign language; and fulfill a “Global Core” distribution from a list that include 18 courses with South Asian content. A major in MESAAS requires upper intermediate language proficiency; an introductory survey on South Asia; a major texts of South Asia seminar; and a coherent series of five courses, drawing on a variety of disciplinary

approaches. A senior thesis is an option for those in the honors program. Students in other departments can earn a MESAAS concentration by completion of the above seven area courses (without language). The Barnard Asian and Middle Eastern Cultures (AMEC) Department has the same requirements, except that a senior thesis is required for the major (and there is no concentration or minor). Students in the School of General Studies may pursue the MESAAS major and concentration. Students majoring in departments of Anthropology, Art History, History, and Religion may focus on South Asia through language and departmental offerings. Engineering School students may earn a minor at MESAAS (same requirements as the concentration). Students at Columbia College, Barnard, and General Studies may enroll as juniors or seniors in a combined BA/MA program, and with one additional year of study, earn an MA in South Asia Studies (see below), or a similar BA/MIA program at SIPA. Undergraduate and graduate students at Columbia may earn a Certificate in South Asia Studies by completing 24 credits of area courses, and by demonstrating advanced language proficiency.

H2. Academic and Career Advising: Directors of Undergraduate (DUS) or Graduate Studies (DGS) coordinate student services, advisement, fellowships, study abroad, progress to degree, and advocate for the student needs in all departments. Some departments provide separate directors for MA and PhD students. In addition to the DUS and DGS supervision, Departments assign each student to a faculty member who serves as a primary academic advisor.

Undergraduate advising at Columbia College and the Schools of Arts and Engineering is run by the Center for Student Advising (CSA). Each student is assigned an advisor who works with them throughout their undergraduate career in tandem with faculty, departments, and other campus offices to help students with the curriculum, major selection, long-term goals, academic problems, and locating resources. CSA offers three specialized advising programs. The

Academic Success Program, partnering with departments, alumni, and outside organizations, offers a network of services: tutoring, skills seminars, mentoring, and doctoral study preparation. The Office of Pre-professional Advising helps students and alumni identify and refine interests in professional schools and careers, and supports them throughout the application process. The Undergraduate Scholars Program fosters intellectual, social, and cultural opportunities; e.g. faculty and peer mentoring, internships, research activities, community service. Undergraduates at Barnard and the School of General Studies receive equivalent advisement services at respective offices. The core undergraduate programs for South Asia (MESAAS and AMEC) appoint a tenured professor who serves as the principal advisor (DUS) for all majors, minors, and concentrators. The DUS supervises the honors program at MESAAS, which requires two faculty honors thesis advisors. At AMEC, majors complete a thesis under the direction of the DUS and a faculty principal advisor for the thesis. Students at MESAAS and AMEC must meet with the DUS regularly to review progress toward the completion of requirements.

Graduate advising takes place at the departmental level (as noted above) and via school-wide services. MESASS graduate students are supervised by the DGS. MA students select an additional advisor who often will be one of two advisors for the thesis. PhD students must select one of eighteen approved faculty sponsors at MESAAS, to supervise the formation of the student's dissertation committee. The chair and three members must be appointed at MESAAS and one member must be outside the Dept. Other departments (with SA concentration, as above) have a DGS and an addition appointed advisor. At Anthropology and Religion, doctoral student progress is reviewed by a Graduate Faculty Committee. Students in the MA Program in South Asia studies are advised by MA Coordinator and Religion Professor Katherine Pratt Ewing. The MA Coordinator serves as the principal advisor from admission to graduation; organizing

orientation, meeting with each student at least once per semester, and providing advice and final approval for thesis topics, supervisors and readers.

The GSAS Teaching Center provides programs to prepare students for teaching, led by faculty, students, and guest speakers. It maintains a teaching and career resource library, on-line teaching manual, and consultants for advice on teaching issues. The Preparing Future Faculty Program helps PhD students to understand the job market and expectations at MA, four-year, and two-year colleges; to strategize for the job search, practice talks, negotiate offers. The Project for Scholarly Integrity and Responsible Conduct of Research organizes workshops on mentoring, conflict of interest, research misconduct, and human subjects. The SIPA Student Affairs Office advises students about core MIA and MPA curricula, supplemented by advice from directors of concentrations, specializations, and regional institutes. The Office of Student Relations at Teachers College provides comprehensive advisement services, and collaborates with faculty and departmental advisors; and offers consultations and workshops on a variety of topics.

The Center for Career Education (CCE) serves undergraduate and graduate students and alumni, to establish connections among students, alumni, employers, and organizations, and generate opportunities for the pursuit of personal and professional objectives. CCE has specialized offices for Undergraduate Career Development, Graduate Career Development, Experiential Education and Student Enterprise, and Employer and Alumni Relations. It sponsors workshops, panels, and speakers; career fairs; specialized media, public service, and international events; on-campus recruiting by employers; and alumni networking via social events and social media. It offers career counseling, help with resumes and interviews, job search tools, and listings for jobs, internships, study abroad, and a dossier service. It sponsors annual activities on International Careers and finding jobs abroad. CCE offers special services,

mentoring, and support for Veterans, International Students, LGBTQ students, students with disabilities, and connects women and minority students to diversity recruitment initiatives. GSAS, SIPA, Public Health and Teachers College each have their own Office of Career Services that coordinate with the campus-wide CCE, and offer services tailored to the needs of their students: specialized orientations, reference libraries, internship and placement databases and events. The Earth Institute offers career services to students across the university and collaborates with other schools. The Athena Center for Leadership at Barnard College has developed a range of resources and activities aimed at developing leadership skills of women: initiatives on mentoring, entrepreneurship, and professional development.

H3. Graduate training in South Asia studies can be pursued in GSAS, SIPA, and Teachers College (MA, PhD, EdD) and other schools. Within GSAS, the Departments of Anthropology, Art History, History, MESAAS, Politics, and Religion recognize South Asia as an area of study. Advanced language proficiency in one or more SA languages is required of all doctoral candidates (intermediate for MA). Doctoral committees of five professors usually include two members from outside the sponsoring department, which facilitates interdisciplinary and regional work. Graduate students in Economics, English and Comparative Literature, Music, and Urban Planning (joint GSAS-Architecture) have produced South Asia-focused dissertations. An MA in South Asia Studies, housed at the South Asia Institute, features a 30 credit interdisciplinary curriculum that provides core methods and history courses and access to area courses across all Columbia departments and schools. SIPA offers degrees in Public (MPH) or International Affairs (MIA); students may earn a South Asia specialization with three courses and upper intermediate SA language skills. At Teachers College, students in the Department of International and Transcultural Studies can pursue a South Asia focus in international education

development or policy. Students in the Schools of Architecture, Engineering, GSAS and Public Health work with faculty, either in the field or at Columbia, on scientific research projects ongoing in South Asia, many of which are sponsored by or affiliated with the Earth Institute.

H4. Research and Study Abroad: The Office of Global Programs coordinates study abroad, exchange programs, and volunteer/work/teach abroad programs across the university under the Assistant Vice President of International Education. The Faculty Committee for Study Abroad has an approved portfolio of 150 programs in 100 cities, in addition to twenty study abroad programs hosted by Columbia. There are three approved programs available for study abroad in India and Nepal. Global Programs organizes events throughout the year to advertise their services, and offers advice about eligibility, application, transfer credit and finances. The GP website hosts student bloggers, and has a peer-to-peer advisement and support networks by region and program. Barnard College AMEC promotes study abroad and maintains a list of approved programs - eight in South Asia. The Earth Institute sponsors paid undergraduate internships with research projects around the world. The Global Centers Office and Mumbai Center facilitate research and study across South Asia for students from all departments and schools. SIPA students have a summer internship requirement, and awards travel grants for overseas internships. The SIPA Office of Career Services has a portal site and advisors for opportunities abroad. Other resources include Center for Career Education, and the student group Columbia Students for International Service. Doctoral students typically spend two or more years performing research activities in South Asia, and shorter terms for pre-dissertation projects or language training. These activities are funded through a variety of departmental and university funds, and outside agencies. As a member of AIIS, AIPS, AIBS, and AISLS, Columbia provides direct access for those who apply for funding from these organizations.

Summer language study opportunities are advertised via MESAAS, AMEC, SAI, and LRC websites; via targeted listserv announcements, at school orientation events, and the annual undergraduate and graduate fairs designed to disseminate information about university services and programs.

I. Outreach Activities

IIA. Elementary and Secondary Schools: In 2014-18, SAI organized Professional Development workshops with partners Columbia Teachers College (TC), and the Middle East Institute (MEI). The workshops were targeted to meet the needs of teachers for the K-12 New York State Global Studies Curriculum. Most participants were 9-12 teachers, but K-8 and two- and four-year college instructors attended the workshops. Workshops (below) were organized as a coherent series of two hour lectures, or as one- or two-day workshops, and featured full-time faculty of Columbia and full-time faculty from 16 universities in the US, Bangladesh, Germany, and the U.K. Books and reading materials were provided at no cost to the teachers and their use in the classroom was discussed.

In the past four years, over 100 K-14 teachers from NYC public and private schools, and community colleges, who teach an average of 72 students per year, have attended our Professional Development courses. These teachers have over 7,000 students in classes in a given year. The table below shows the workshop titles, classroom contact hours, registrants, and institutions of the faculty speakers. Our Spring 2018 workshop on Global Trade was organized with the NYC Dept. of Education, which certified 11 teachers for 2 credits of Professional Development (PD) Credit. SAI is organizing a follow-up PD workshop for Spring 2019, on “Global Capitalism, Trade, and Commodities in the Indian Ocean, 1500-1900,” and plans to offer one PD workshop annually in 2018-21.

2014-18 Professional Development Workshops for K-12 & 2-year college teachers, & teachers-in-training			
Date & Attendance	Course Title	Partners & Participant Areas	Speakers
October 25, 2014 22 K-12 teachers, one two-year college instructor	Politics of India and Pakistan (2 panels, half day)	Middle East Institute (NY metro area)	Columbia FT Fac (1) Columbia PT Fac (1)
December 6, 2014 31 K-12 teachers; five two-year college instructors	Sacred Texts and Sacred Spaces: Teaching the History and Practice of Religion in India (6 panels, full day)	Educators for Teaching India (Boston org.) (Connecticut, Massachusetts, NJ, NY)	Columbia FT Fac (3) Other Univ FT Fac (1) K-12 Teachers (3)
April 25, 2015 6 K-12 teachers, 33 Teacher's College graduate student teachers-in-training	The State of Sexual Orientation and Gender Identity in South Asia and the Diaspora (full day, 2 speakers, 2 panels)	Teacher's College (NY metro area)	Columbia FT Fac (2) Other Univ Fac (5) NGO (1) United Nations (1) (
November 21, 2015 17 K-12 teachers; two two-year college instructors	Civil War and Aftermath in Sri Lanka (lecture and discussion, half day)	(NY metro area)	Columbia FT Fac (1) Other Univ FT Fac (1)
December 5, 2015 18 K-12 teachers; three two-year college instructors	Islam and Politics in Bangladesh (lecture and discussion, half day)	(NY metro area)	Columbia FT Fac (1) Other Univ FT Fac (1)
March 10, 2016 10 K-12 teachers; two two-year college instructors	Afghan Modern: A History of a Global Nation (lecture and discussion, evening)	(NY metro area)	Other Univ FT Fac (1)
October 6, 2016 November 19, 2016 12 K-12 teachers; six two-year college instructors	New Perspectives on Caste in India (half-day lecture and discussion)	(NY metro area)	Other Univ FT Fac (2)
June 15, 2017 22 teachers, 2 two-year college instructors, 2 PhD Education students from Teachers College	Reconfiguring Representations of the Middle East, North Africa, and South Asia (evening panel, keynote, and group project break-out session)	Middle East Institute (NY metro area)	Columbia FT Fac (1) Other Univ FT Fac (3) NGO Professional (1) (
March 3-4, 2018 (2 full days, 6 lectures and discussion, 2 workshops on integrating material into the classroom) 11 K-12 teachers earned 2 PD credits; 23 K-12 teachers attended without PD credit; three two-year college instructors	Trading Companies and the Rise of Global Capitalism in South Asia and the Indian Ocean	NYC Dept. of Education (2 credits, NY PD - Professional Development) (NY metro area)	Columbia FT Fac (2) Other Univ FT Fac (5)
Total classroom hours: 53 hours Total attendance: 221 registrants K-12 teachers: 163 registrants Two-year college teachers: 23 registrants Teachers-in-training: 35 registrants Taught by Columbia Faculty from Depts. of History, MESAAS, Politics, Religion, and Teachers College		Taught by FT Faculty from other schools: Bard College, BRAC (Bangladesh), Cornell, Duke, Illinois State Univ., Newcastle Univ. (UK), NYU, Rutgers, Stanford, Swarthmore, Univ. of Gottingen (Germany), Univ. of Massachusetts, Amherst, Univ. of Montana, Virginia Polytechnic Univ., Wake Forest Univ.	

2014-2018 Language Teacher Training Workshops for Language Instructors and Instructors-in-training			
Date and Year	Workshop Title	Partners/Speakers	# Participants and Languages taught
May 16 2015 (4 panels, all day)	Aligning Language, Culture and Content Objectives in Lesson Planning Based on the Program's Curriculum	NYU Hindi-Urdu and Startalk Program; NYU/CU Fac (2)	Hindi, Urdu 42 Startalk Teachers-in-Training 2 University Language Instructors (NY metro area)
March 18-19 2016 (lectures and group projects, 2 days)	Performance Assessment-Based Instruction for Hindi and Urdu Teachers	NYU Hindi-Urdu and Startalk Program NYU/Columbia Fac (2); Prof. Consultant (1)	Hindi, Urdu; 8 Univ.instructors 2 National Foreign Lang. Center 3 International Hindi Association 3 High School Lang. Instructors 14 Community School Instructors (Illinois, NJ, NY, Texas, Washington DC, and India)
April 29, 2016 (3 panels and keynote speaker)	Designing Tools and Materials to Support Student Performance	NYU Hindi-Urdu Program; National Heritage Language Resource Center; NYU/Columbia Fac (2); Prof. Consultant (1)	Hindu, Urdu 24 Startalk Teachers-in-Training 16 University Language Instructors 3 Community School Instructors (NJ, NY, North Carolina, Pennsylvania; India, Sweden, Turkey)
June 17 2016 (3 panels, all day)	Lesson planning with the objectives in mind: How to integrate culture and content while teaching language for communication	NYU Hindi-Urdu and Startalk Program NYU/Columbia Fac (2)	Hindi and Urdu 13 Startalk Teachers-in-Training 8 University instructors 6 High School Lang. Instructors (NJ, NY)
February 2-5, 2017 (one evening, 3 full days)	ACTFL 4-Day Oral Proficiency Interview (OPI) Tester Training Workshop	NYU Hindi-Urdu Program; ACTFL Instructor	Hindi, Urdu and Panjabi 9 Startalk Teachers-in-Training 9 University instructors (NJ, NY)
March 9, 2018 (full day, 3 panels with group break-out sessions)	Efficient Strategies in the Hindi and Urdu classrooms: Sharing examples of good practices to keep students engaged	NYU Hindi-Urdu and Startalk Program NYU/Columbia Fac (2)	Hindi, Urdu 5 Startalk Teachers-in-Training 14 University instructors 6 High School Lang. Instructors (Connecticut, NJ, NY)
April 28-29, 2018 (two half-day Workshop, each with lecture, discussion, and group projects sessions) Following National Startalk Conference in Philadelphia, PA; live-steamed for distance audience participation	Day one: From Lesson Can-Do to learning Plan Day Two: Festivals of India: a Preview of Hindi and Urdu language curricular materials	Columbia Fac (2); Prof. Consultant (1)	Hindi, Urdu, Panjabi 19 Startalk Teachers-in-Training 12 University instructors 13 High School Lang. Instructors In-person: Georgia, Illinois, Minnesota, NJ, NY, Ohio, Pennsylvania, Texas On-line: NJ, Ohio, Texas, Wisconsin
Total classroom hours: 138 hours Total attendance: 231 registrants Teachers-in-training (Startalk): 112 registrants K-12 teachers: 28 registrants		University/college instructors: 64 registrants International university instructors: 3 registrants National professionals: 2 NFLC administrators Community Schools: 17 registrants	

Language instructor K-16 workshops. Since 2010, Rakesh Ranjan and Gabriel Ilieva, the respective SA Language Coordinators at Columbia and NYU, have worked with a cohort of teachers from community schools, K-12 schools in NY and NJ, and area colleges to improve curricula, materials, and methodologies through a series of workshops. The table below shows the workshops organized from 2014-2018. Participants have included the full NYU and Columbia Hindi-Urdu cohort of instructors, instructors-in-training who at NYU's Hindi StartTalk program, Hindi-Urdu instructors at K-12 schools, and from tri-state metro area universities, seven other states, and India, Sweden, and Turkey

IB. Postsecondary institutions: The institute organizes a number of events primarily aimed at Columbia faculty and students, as well as scholars from area academic institutions. In 2014-18, SAI organized over 100 such events (see C.Impact and Evaluation). The annual Mary Keating Das Lectures 2014-2108 included Sumit Guha (Texas at Austin), Sumathi Ramaswamy (Duke), Christopher Shackle (SOAS London), and David Shulman (Hebrew Univ.). Ahuja Family Distinguished Fellows in Residence (2014-2016) were Tapati Guha-Thakurta (Centre for the Study of Social Science, Calcutta), Pratap Bhanu Mehtra (Centre for Policy Research, New Delhi), Janaki Nair (Jawaharlal Nehru Univ.), who offered two lectures and a graduate seminar.

A 2014 panel discussion featuring Pratap Mehta and Amartya Sen (Harvard) on "Indian Politics Today" attracted an audience of over 300 persons. SAI partnered with the New School for a panel discussion in 2017 on "Imperialism: is it a valid concept today?" featuring faculty from Columbia, CUNY, JNU, and New School, for an audience of over 300 persons. SAI co-sponsored a 2017 two-day conference at Howard University, with AIIS, Morgan State Univ., and the Chicago, Cornell, and Wisconsin NRCs, organized by the group Scholars at the Intersection of South Asia and Africana Studies. In 2016, SAI co-sponsored "Hungry Tides: Conquering

Time, Water, and Weather on the Indian Subcontinent,” with the CU Center for Science and Society.” With MESAAS, we sponsor an annual one-day “Hindi-Urdu Workshop,” for students and faculty to discuss content and pedagogical issues.

SAI partners with area colleges and universities, CU academic units, and CU student groups to bring our post-secondary events to a wider audience. SAI partners with campus groups, including the South Asia Graduate Student Forum; the SIPA student South Asia Association; the Columbia chapter of SPIC-MACAY; and undergraduate groups such as Club Bangla, Muslim Student Organization, and the Organization of Pakistani Students.

IC. Business, Media, and the General Public: The majority of Institute programming is open to the public and the SAI listserv of 1,500 plus includes over 500 addresses from business, media and the general public. We regularly collaborate with other Columbia units to reach new campus and general public audiences by co-sponsoring events with the Schools of the Arts, Business, Journalism, Public Health, SIPA; and units such as Columbia Libraries; IRCPL; ICLS; and others. The Columbia Business School organizes an annual conference “Doing Business in India,” that attracts US and South Asian companies and business leaders.

In May 2017, SAI organized a concert by the sitar player Shujaat Khan, open to the general public, attended by over 500 persons. In 2017, Mallika Sarabhai brought her dance company to perform on campus to a standing-room-only audiences of over 200 persons. An October 2017 panel discussion, organized to coincide with the Met Breuer retrospective of photographer Raghubir Singh, was attended by over 150 persons; among the panelists was Glenn Lowry, Director of the Museum of Modern Art. In Fall 2018, we are planning a conference to be held at the Asia Society, who will co-sponsor, on the “Progressive” movement of artists of India

that was active in the 1930s and 1940s. We plan to host a satellite “Jaipur Literature Festival” in Fall 2018, on the Columbia campus, with the JLF as co-sponsors.

Institute faculty members are a major resource for journalists covering South Asia. In the past five years, they have contributed to reporting in the *New York Times*, *Times of India* (Delhi and Kolkata), in the Bengali language paper *Ananda Bazar Patrika* (Kolkata), and for the *Huffington Post*, and *American Public Radio*. They have appeared on television on Al-Jazeera, BBC, CBS Evening News and WCBS (NY affiliate), CNN, CNN Int’l, and CNN-IBN, NDTV (India), and on PBS *Newshour*. Columbia faculty members have contributed Op-eds to *New York Times*, *Times of India*, *Washington Post*, *The Hindu*, *Pakistan Today*, and others. SIPA Prof. Panagariya has a regular column for the *Economic Times*, India’s top financial daily, and has published op-eds in the *Wall Street Journal*, *Financial Times*, and *The Hindu* (India). Professor Akbar Zaidi appears on television in Pakistan, and regularly publishes op-ed pieces with *Hindustan Times* (New Delhi), and in Karachi with *Dawn*, *The News*, and *Express Tribune*. Prof. Viswanathan served on the international jury for the Best Fiction Prize awarded by *The Hindu* in 2018.

J. FLAS Awardee Selection Procedures

Advertisement: The Institute solicits AY and Summer graduate and undergraduate and graduate applications from ten schools: Barnard and Columbia Colleges, General Studies, Graduate Arts & Science, School of the Arts; and five Professional Schools: Engineering, Law, Public Health, SIPA, Teacher’s College. The Institute advertises the competition through admissions and financial aid offices, departments, faculty, and directly to students. The SAI website describes FLAS and links with the university’s main FLAS pages, which feature an outline of the program, a list of eligible languages and world areas, instructions, announced

priorities, and an on-line application. Schools announce FLAS on their respective websites and link to the main FLAS site. SAI posts flyers at departmental, admission, and fellowship offices. SA faculty make classroom announcements and distribute flyers. We disseminate FLAS information to directors of undergraduate and graduate study in departments and professional schools. Listserv messages reach faculty and students across the university. All students at the university enrolled in an SA language or area class in a given academic year receive at least two email notices about FLAS prior to the competition deadline for award in the following year.

Schedule: *Early November:* The Institute announces the Summer and Academic Year competition. *Mid-January:* Selection committee is formed and a date chosen for its meeting. *Late January:* the on-line application site is opened. *Early March:* Deadline for submission of Summer and Academic Year applications. *Mid-March:* Applications are available for committee members to review. *End of March:* Committee meets and draws up a ranked list of candidates and alternates. *April 1:* Summer awards are announced. *April 15 to early May:* Academic Year awards are announced. Candidates have two weeks to accept or decline. Alternate candidates are notified immediately as awards are declined.

Competitive Priority 1: In 2018-21, the Institute will continue to enact a need-based criteria in the FLAS deliberations. FLAS announcements will include a clear statement of the competitive preference for applicants who file FAFSA to demonstrate financial need. Columbia Admissions Offices will provide the Estimated Family Income (EFI) based on the FAFSA. The Committee will review the applications based on the selection criteria (below) to identify meritorious candidates. The Committee will prioritize award to fellows from a list of candidates who meet both merit and need-based criteria. The Institute will review applications that do not

evince financial need, but such applicants will be considered for award after our pool of priority applicants has been exhausted, in order to comply with the competitive preference.

Competitive Priority 2: In the 2014-18 cycle, SAI awarded 46 AY and Summer FLAS. One hundred percent of the awards were for study of priority LTCLs: 11 Hindi, 9 Hindi-Urdu, 16 Urdu, 4 Tamil, 6 Persian, 5 Bengali, 2 Gujarati, and one each Marathi, Punjabi, and Sinhala. Forty percent of the awards were for advanced level study of a priority LCTL, and 19 fellows achieved advanced proficiency in one or more SA LCTLs. In 2018-21, the Institute requests authorization to award FLAS in six priority LCTLs: Bengali, Hindi, Panjabi, Persian, Tamil, and Urdu. All FLAS awards will be given for study of priority LTCLs in 2018-21.

Application: Application announcements are posted on-line at school and Dept. sites, with links to a single on-line application site. Applicants provide information on education and language training. A personal statement describes the applicant's academic purpose; role of the target language in achieving it; academic and professional goals. Applicants provide transcripts; two faculty recommendations, and an evaluation from a language instructor. Applicants will be advised to file the FAFSA form to meet the competitive preference.

Selection Committee: The Institute Director is chair of the FLAS Selection Committee, which includes faculty from the humanities, social sciences, professional schools, and language programs. Committee members will adhere to USED guidelines and selection criteria and will incorporate the FLAS competitive priority in the review of files.

Selection Criteria: SAI administers FLAS using USED guidelines and priorities. We evaluate applicants on the basis of merit as indicated by previous academic performance, potential contribution to their field or career, and national need in particular fields and careers. Applicants who plan to obtain advanced training by graduation time are given preference, and

for second SA language acquisition if an advanced level has been achieved in a first language. Applicants from underrepresented disciplines and professional schools with a commitment to the South Asia studies are given extra consideration.. Each committee member reads and reviews all applicant files and rates them according to academic merit. Ratings will be aggregated to select an initial list of meritorious candidates. The competitive priority criteria outlined above will be applied to the merit-based list to prioritize those candidates who meet the need-based criteria.

We request one undergraduate and six graduate academic year fellowships and three summer FLAS for each of the four years from 2014-18. Summer FLAS will be open to both undergraduate and graduate students.

K. Competitive Priorities

NRC Competitive Priority 1: We propose to continue our four-year partnership with LaGuardia Community College to update and support teaching for two Global History courses with Professor Robin Kietlinski (see faculty bios). We will collaborate with AIIS, CAORC, and other South Asia NRCs, for a winter break program to bring MSI faculty from across the U.S. for a training program in India, and introduction to the study of South Asia, and training to introduce South Asia into the classroom, to meet their counterparts at colleges in India.

NRC Competitive Priority 2: SAI will organize half-day or all-day K-16 language workshops on Hindi and Urdu language instruction methods in collaboration with the Columbia and NYU Hindi-Urdu programs and the NYU Startalk program. CU South Asia Language Coordinator Rakesh Ranjan will organize a winter break, two-week workshop on Hindi language pedagogy annually. The workshops will include sessions with other pedagogy experts. During one or more grant years, Prof. Ranjan will teach his course “Hindi Pedagogy” which will be

advertised by the Columbia Summer Sessions, to attract language teachers-in-training from around the country, instead of running the January workshop.

FLAS Competitive Priority 1: In 2018-21, the Institute will include a need-based criteria in the FLAS deliberations. The Committee will prioritize award to fellows from a list of candidates who meet both merit and need-based criteria. Applications that do not demonstrate financial need will be considered for award after the pool of priority applicants has been exhausted. (See FLAS section.)

FLAS Competitive Priority 2: In 2018-21, the Institute requests authorization to award FLAS in six priority LCTLs: Bengali, Hindi, Panjabi, Persian, Tamil, and Urdu. One hundred percent of awards will be for study of priority LTCLs in 2018-21 (see FLAS section).

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

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Application for CFDA No. 84.015 A & B
National Resource Centers and
Foreign Language and Area Studies Fellowships Programs**

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ACRONYMNS

ACTFL: American Council on the Teaching of Foreign Languages
AIBS: American Institute of Bangladesh Studies
AIIS: American Institute of Indian Studies
AIPS: American Institute of Pakistan Studies
AISLS: American Institute of Sri Lankan Studies
AMEC: Asian and Middle Eastern Cultures (Barnard)
ARC: Academic Review Committee
AY: Academic Year
CCE: Center for Career Education
CEEP: Center for Evaluation and Education Policy, Indiana University
CU: Columbia University
CUL: Columbia University Libraries
CRL: Center for Research Libraries
CSA: Center for Student Advising
CUNY: City University of New York
DISHA: Development in South Asia, Teachers College
GSAS: Graduate School of Arts and Sciences
DGS: Director of Graduate Studies
DUS: Director of Undergraduate Studies
FAFSA: Free Application for Federal Student Aid
FLAS: Foreign Language and Areas Studies
FT: Full-time
ICLS: Institute for Comparative Literature and Society
ILR: Interagency Language Roundtable
IRCPL: Institute for Religion, Culture, and Public Life
ISERP: Institute for Social and Economic Research and Policy
LCC: LaGuardia Community College (CUNY)
LCTL: Less Commonly Taught Language
LRC: Language Resource Center
MASAS: Master of Arts in South Asia Studies
MESAAS: Middle East, South Asia, and Africa Studies
MIA: Master of International Affairs
MEI: Middle East Institute
MPA: Master of Public Affairs
NERL: North East Research Library Consortium
NRC: National Resource Center
OCS: Office of Career Services
PT: Part-time
SA: South Asia
SAAD: South Asia Across the Disciplines
SAI: South Asia Institute
SAMP: South Asia Microfilm Project
SASLI: South Asia Summer Language Institute
SIPA: School of International and Public Affairs
USED: US Education Department

FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A
FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B
(www.Grants.gov Part III/Other Attachments Form)

Type of Application (check all that apply)

- ☒ Comprehensive National Resource Center
☐ Undergraduate National Resource Center
☒ Foreign Language and Area Studies Fellowships

Federal Funds Requested

NRC Request

Year 1: 270,000 Year 2: 270,000 Year 3: 270,000 Year 4: 270,000

FLAS Request

Year 1: 235,500 Year 2: 235,000 Year 3: 235,000 Year 4: 235,000

Type of Applicant

- ☒ Single institution Columbia University, South Asia Institute
☐ Consortium of institutions
☐ Lead _____
☐ Partner 1 _____
☐ Partner 2 _____
☐ Partner 3 _____

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- | | |
|--|--|
| <input type="checkbox"/> AFRICA | <input type="checkbox"/> MIDDLE EAST |
| <input type="checkbox"/> CANADA | <input type="checkbox"/> PACIFIC ISLANDS |
| <input type="checkbox"/> EAST ASIA/PAN ASIA | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE | <input checked="" type="checkbox"/> SOUTH ASIA |
| <input type="checkbox"/> INTERNATIONAL | <input type="checkbox"/> SOUTHEAST ASIA |
| <input type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input type="checkbox"/> WESTERN EUROPE |

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Bengali, Hindi, Panjabi, Persian, Tamil, Urdu

Appendix 2: Diverse Perspectives and a Wide Range of Views in Funded Activities

The South Asia Institute is committed to the free market of ideas and to open discussion and debate of a wide range of diverse perspectives and views. Our faculty Executive Committee is composed of individuals who represent as broad an intellectual and cultural spectrum as possible. Our current committee includes faculty from Arts & Science, Barnard College, the School of Public Health, and the School of International and Public Affairs. Title VI funding will be used in a number of ways that ensure a diversity of views will be engaged and opened to academic scrutiny.

Columbia scholars are working on some of the most urgent issues on the subcontinent, and our programming will provide for an open exchange of information and ideas across the social sciences, humanities, professional, and technical disciplines. The Institute affiliate faculty comprise a portfolio across the social sciences, hard sciences, and humanities to include the full range of activities and scholarship engaged in by Columbia faculty.

The Institute works with teachers at a number of secondary schools, two year colleges, and four-year colleges in the New York metropolitan area. The student population in both the public and independent schools, and CUNY schools is quite diverse with strong representation from the many South Asian communities. In our professional development courses for teachers, language instructor, and college teachers, we strive to present a variety of diverse views of the issues that affect the region, both through the reading materials and the faculty presentations which express a full range of perspectives on all of the countries of South Asia.

In collaboration with the School of Public and International Affairs, we make a special effort to host speakers from around the world with expertise on the countries of South Asia: speakers from US government agencies working in the region, whose expertise and familiarity with the region enable them to present evaluations of policies and politics; distinguished individuals working for NGOs; and diplomats from foreign embassies and consulates in New York. Many of these speakers have unique insights into the current political, social, economic and religious issues related to South Asia. The World Leaders Forum, hosted each fall by the Office of the President, hosts leaders from around the world who are visiting New York for the annual United Nations General Assembly.

In 2014, SAI hosted SIPA Security Studies Professor Dipali Mukhodpadhyay who spoke to an audience of 47 military officers who had traveled to Columbia for a Familiarization Visit, from the National Defense University, College of International Security Affairs. The event was moderated by former SIPA Professor Hassan Abbas, now professor and chair of the Department of Regional and Analytical Studies at National Defense University's College of International Security Affairs in Washington, DC.

In the next four years, we envision that the Institute will be able to present a full panoply of courses, lectures, conferences, and teacher training events that will cover all countries of the region; on a wide variety of topics with speakers from many different perspectives and disciplines; and will contribute to important national discussions and debates, and will reach beyond the campus to a wider audience.

Appendix 3: Gov't Service in Areas of National Need and Other Employment Sectors

The South Asia Institute hopes to encourage service in areas of national need in the government, education, business, and non-profit sectors. SAI plans concerted efforts to represent all countries of the region in its programming and curricula: India, Pakistan, Bangladesh, Sri Lanka, Nepal, Bhutan, the Maldives, Afghanistan, as well as countries such as Myanmar and Tibet. Columbia offers language training in six priority LCTLs: Bengali, Hindi, Persian, Punjabi, Tamil, and Urdu. The “Shared Courses” initiative live streams courses in Punjabi and Tamil to enrolled students at Cornell and Yale; and brings Sinhala from Cornell to Columbia. A consortium allows students from CUNY, NYU, and Princeton to enroll in SA language courses.

Our FLAS Fellowship program will be open to students in undergraduate, graduate, and professional schools. We will solicit applications from students with a variety of anticipated career paths, whose future careers in government service, education, business, and the non-profit sector will contribute to national security, the vitality of the U.S. economy; will help to train the next generation of students; and will serve U.S. interests in the world of NGOs and non-profits.

The School of International and Public Affairs offers over 24 courses annually relating to cybersecurity, training students to work for the government, financial institutions, and tech companies. At SIPA, the Security Studies concentration trains students for positions in the government (State, Defense, Homeland Security, Intelligence agencies, Congressional Offices). Students in the Security Studies concentration are eligible to apply for FLAS, and in 2017-18, SAI awarded a FLAS to a student in Security Studies who completed Advanced Urdu I and II. The Career Center at SIPA specializes in facilitating access to opportunities at government agencies, NGOs, non-profits, the UN, IMF, World Bank and other international organizations. The Schools of Engineering, Public Health and the Earth Institute manage research projects in South Asia with opportunities for career development for students and graduates.

Columbia provides undergraduate and graduate students with the opportunity to explore careers in international security, the state and defense departments, and intelligence services. The Center for Career Education (CCE) works with government agencies to organize information/recruiting events, to provide an introduction to careers in government, both in the military and in civilian life. The events often feature Columbia alumni as speakers. Because of the decrease in the number of academic jobs for Ph.D. students, the Graduate School of Arts & Sciences initiated several years ago workshops and information sessions, most in collaboration with the CCE, to introduce Ph.D. students early in their graduate studies to possible career paths aside from traditional academe. For students working on PhDs in cultural areas of particular national interest, this process opens up a world of possibilities in government and international service.

The Yellow Ribbon program for veterans at Columbia has 140 spaces allotted for students in 2017-18 in 17 schools and programs. The School of General Studies, the School of Professional Studies, and the Graduate Business School do not set limits on the number of YR students. Many veterans have spent time in Afghanistan and are interested in studying the languages, histories, and culture of South Asia. The South Asia Institute MA program enrolled two officers from the military in 2014-15 and 2015-16, both of whom studied Urdu, and who have returned to active duty. SAI has admitted two officers who are expected to enroll in Fall 2018.

Appendix 4. Prizes Awarded, *South Asia Across the Disciplines* Book Series (NRCs and University presses of California, Chicago, Columbia)

1. Mrinalini Rajagopalan, *Building Histories: The Archival and the Affective Lives of Five Monuments in Modern Delhi* (Chicago). 2018 Alice David Hitchcock Book Prize, Society of Architectural Historians. This award recognizes “the most distinguished book of scholarship in the history of architecture published by a North American scholar.”
2. J. Barton Scott, *Spiritual Despots: Modern Hinduism and the Genealogies of Self-Rule* (Chicago). Runner-Up, 2018 Levin Prize for the Best First Book in Comparative Literature, American Comparative Literature Association
3. Audrey Truschke, *Culture of Encounter: Sanskrit at the Moghul Court* (Columbia). 2017 John F. Richards Prize awarded by the American Historical Association.
4. Lotte Hoek, *Cut Pieces* (Columbia). 2016 Bernard Cohn Prize awarded by the Association for Asian Studies
5. Andrew Quintman, *The Yogin and the Madman* (Columbia). Honorable Mention, 2016 E. Gene Smith Inner Asia Book Prize, Association for Asian Studies; 2016 Heyman Prize for Outstanding Scholarly Publication, Yale University.
6. Walter Hakala, *Negotiating Languages: Urdu, Hindi, and the Definition of Modern South Asia* (Columbia). 2015 Dimock Prize in Indian Humanities.
7. Amrita Pande, *Wombs of Labor: Transnational Commercial Surrogacy in India* (Columbia). Honorable Mention, 2015 Adela E. Clarke Book Award, ReproNetwork.
8. Cabeiri Robinson, *Body of Victim, Body of Warrior* (California). 2015 Bernard Cohn Prize awarded by the Association for Asian Studies.
9. Daves Soneji, *Unfinished Gestures* (Chicago). 2014 Bernard Cohn Prize awarded by the Association for Asian Studies.
10. Afzhar Moin, *Millennial Sovereignty* (Columbia). 2013 Best First Book Prize awarded by the American Academy of Religion.
11. Christian Wedemeyer, *Making Sense of Tantric Buddhism* (Columbia). 2013 Best Book in Historical Studies awarded by the American Academy of Religion.
12. Ronit Ricci, *Islam Translated* (Chicago). 2013 Best First Book in the History of Religion awarded by the American Academy of Religion; 2013 Harry J. Benda Prize awarded by the Association for Asian Studies.
13. Andrew Nicholson, *Unifying Hinduism* (Columbia). 2012 Best First Book in the History of Religion awarded by the American Academy of Religion.
14. Farina Mir, *The Social Space of Language* (California). 2012 Richards Prize awarded by the American Historical Association; 2012 Bernard Cohn Prize awarded by the Association for Asian Studies.

Appendix 5 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Directory of Curriculum Vitae

Page	Name and Title	Joint Affiliations
	Section 1: Faculty by Schools & Depts.	
78	<i>Faculty of Arts & Sciences</i>	
80	<i>Barnard College</i>	
81	<i>School of Engineering</i>	
81	<i>School of International & Public Affairs</i>	
81	<i>School of Law</i>	
81	<i>School of Public Health</i>	
81	Section 2: Executive Committee	
82	Section 3: Administration and Staff	
82	Section 4: Library	
83	Section 5: Evaluation	
83	Section 6: LaGuardia Community College	
83	Section 7: Position Description – Post-doctoral fellow	
FACULTY OF ARTS AND SCIENCES (Combined Faculty of Barnard College, Columbia College, School of Engineering, and Graduate School of Arts & Sciences)		
Anthropology Department, Faculty of Arts and Science		
86	Chatterjee, Partha Professor	Middle East, South Asia, and Africa Studies; Member, Committee on Global Thought
87	Daniel, E. Valentine Professor	
Department of Art History and Archaeology		
88	Dehejia, Vidya Barbara Stoler Miller Professor of Indian Art	
Department of English and Comparative Literature		
100	Spivak, Gayatri Chakravorty University Professor in the Humanities	Institute for Comparative Literature and Society
101	Viswanathan, Gauri Class of 1933 Professor in the Humanities	Director, South Asia Institute
History Department		
84	Ahmed, Manan Assistant Professor	Director, Center for International History

Appendix 5 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Page	Name and Title	Joint Affiliations
98	Rao, Anupama Associate Professor	MESAAS; History Department, Barnard College; Institute for Research on Women and Gender; Institute for Comparative Literature and Society
Language Resource Center		
85	Bhattacharjya, Dwijen Lecturer in Bengali	Language Resource Center
99	Singh, Sandeep Lecturer in Punjabi	Language Resource Center
Department of Middle East, South Asian, and African Studies		
84	Ahmad, Aftab Lecturer in Hindi and Urdu	
86	Busch, Allison Associate Professor	
86	Chatterjee, Partha Professor	Anthropology; Member, Committee on Global Thought
90	Honarmand, Saeed Lecturer in Persian	
91	Kaviraj, Sudipta Professor of Indian Politics and Intellectual History	
92	Kia, Mana Assistant Professor of Indo-Persian Studies	
94	Mukherjee, Debashree Assistant Professor	School of the Arts, Film Program; and ICLS
96	Pollock, Sheldon Arvind Raghunathan Professor of Sanskrit and Indian Studies	
97	Rajpurohit, Dalpat Lecturer in Hindi and Urdu	
97	Ranjan, Rakesh Senior Lecturer in Hindi and Urdu South Asia Language Coordinator	Member, Advisory Board
98	Rao, Anupama Associate Professor	MESAAS; History Department, Barnard College; Institute for Research on Women and Gender; ICLS
98	Richard, Tyler Lecturer in Sanskrit and Tamil	
102	Zaidi, S. Akbar Professor	School of International and Public Affairs

Appendix 5 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Page	Name and Title	Joint Affiliations
Philosophy Department		
85	Bilgrami, Akeel Sidney Morganbesser Professor of Philosophy	Member, Committee on Global Thought
Politics Department		
95	Oldenburg, Phillip Adjunct Professor	Research Scholar, South Asia Institute
Religion Department		
91	Hawley, John Stratton Ann Whitney Olin Professor of Religion	Religion, Barnard College
89	Ewing, Katherine Pratt Professor	MA Coordinator, Program in South Asia Studies, South Asia Institute; Director, IRCPL
93	McDermott, Rachel Fell Associate Professor	Chair, Dept. of Asian and Middle East Cultures, Barnard College
100	Thurman, Robert Alexander Farrar Jey Tsong Khapa Professor of Indo-Tibetan Buddhist Studies	Religion; American Institute of Buddhist Studies
102	Yarnall, Thomas Adjunct Assistant Professor	American Institute of Buddhist Studies
BARNARD COLLEGE		
Anthropology Department		
89	E. Mara Green Assistant Professor	
Department of Asian and Middle East Cultures		
93	McDermott, Rachel Fell Associate Professor and Chair, AMEC	Religion Department, Faculty of Arts and Science
Dance Department		
87	Coorlawala, Uttara Adjunct Professor	Dance
History Department		
98	Rao, Anupama Associate Professor	MESAAS; History Department, A&S; Institute for Research on Women and Gender; ICLS

Appendix 5 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Page	Name and Title	Joint Affiliations
Religion Department		
91	Hawley, John Stratton Ann Whitney Olin Professor of Religion	Religion, Barnard College
93	McDermott, Rachel Fell Associate Professor and Chair, AMEC	Religion Department, Faculty of Arts and Science
Theatre Department		
93	Mitra, Shayoni Assistant Professor	
School of Engineering		
92	Lall, Upmanu Alan and Carol Silberstein Professor of Earth and Environmental and Civil Engineering; Director, Water Institute	Earth and Environmental Engineering; Water Institute
School of International and Public Affairs		
88	Vishakha Desai Professor of Professional Practice	Member, Committee on Global Thought
94	Dipali Mukhodpadhyay Assistant Professor, Security Studies	Saltzman Institute of War and Peace
95	Panagariya, Arvind Jagdish Bhagwati Professor of Indian Political Economy	Economics Department, Faculty of Arts and Sciences
96	Potter, Lawrence Adjunct Associate Professor	Middle East Institute
102	Zaidi, S. Akbar Professor	Middle East, South Asia, and Africa Studies; Faculty of Arts & Sciences
SCHOOL OF LAW		
90	Guruswamy, Menaka B.R. Ambedkar Research Scholar and Lecturer in Law	
MAILMAN SCHOOL OF PUBLIC HEALTH		
99	Sivaramakrishnan, Kavita Associate Professor	Affiliated Faculty, History Department, Faculty of Arts & Sciences
EXECUTIVE COMMITTEE, SOUTH ASIA INSTITUTE		
85	Bilgrami, Akeel Sidney Morganbessor Professor, Philosophy Department	Member, Committee on Global Thought

Appendix 5 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Page	Name and Title	Joint Affiliations
86	Chatterjee, Partha Professor, Anthropology and MESAAS	Member, Committee on Global Thought
89	Ewing, Katherine Pratt Professor, Religion Department	MA Coordinator, Program in South Asia Studies, South Asia Institute; Director, IRCPL
91	Hawley, John Stratton Ann Whitney Olin Professor of Religion	Religion, Barnard College and Arts & Sciences
91	Sudipta Kaviraj Professor of Indian Politics and Intellectual History, MESAAS	
94	Mukherjee, Debashree Assistant Professor, MESAAS	School of the Arts, Film Program; and ICLS
99	Sivaramakrishnan, Kavita Associate Professor, Public Health	Affiliated Faculty, History Department, Faculty of Arts & Sciences
101	Gauri Viswanathan Class of 1933 Professor in the Humanities	Department of English and Comparative Literature
ADMINISTRATION		
Mumbai Global Center		
104	Aggarwal., Ravina Director, Global Center in Mumbai	
South Asia Institute		
104	Carrick, William Assistant Director, South Asia Institute	
89	Ewing, Katherine Pratt MA Coordinator, Program in South Asia Studies	Professor, Religion Department
104	Potluri, Annapurna Administrative Assistant, South Asia Institute	
105	Thiru, Nithya Program Assistant	Graduate Student, SIPA
105	Turoff, Melissa Outreach Associate	
101	Gauri Viswanathan Director, South Asia Institute; Class of 1933 Professor in the Humanities	Department of English and Comparative Literature
Columbia University Libraries		
106	Hausman, Gary South and Southeast Asia Collection Area Studies Collection, Lehman Library	

Appendix 5 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Page	Name and Title	Joint Affiliations
Evaluation partner – CEEP Indiana University		
107	Patricia Muller Executive Associate Director and Director of Research and Evaluation, Center for Evaluation & Education Policy (CEEP) at Indiana University, Bloomington	
107	Anne-Maree Ruddy Research Associate, Center for Evaluation and Education Policy (CEEP), Indiana University, Bloomington	
Minority-Serving Institution partner – LaGuardia Community College (CUNY)		
108	Kietlinski, Robin Associate Professor of History	LaGuardia Community College
Position to be filled - Description		
109	Post-doctoral Fellow South Asia Institute	Institute for Religion, Culture, and Public Life

Appendix 5 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

South Asia Institute Faculty

Manan Ahmed (tenure track), Assistant Professor, History Department; Director, Center for International History
Education: 1991 BS, Punjab University; 1997 BA, Miami University; 2008 PhD, University of Chicago.

Academic Experience:

2014 – present	Director, Center for International History, Columbia
2012 – present	Assistant Professor, History Department, Columbia
2009-2012	Junior Professor, Institut für Islamwissenschaft; Freie Universität, Berlin
2009	Associate Director, South Asia Language Resource Center, University of Chicago
2005-2009	Assistant Director, Academic Computing (Humanities), University of Chicago

Overseas Experience: Germany, Mexico, Pakistan

Language(s): Urdu (5), Persian (4), Arabic (3), Sindhi (3), Hindi (3), German (3), French (3), Dakhini (2), Serayki (2), Spanish (2)

Percentage of Time spent on research and teaching on South Asia: 100%

Courses taught: Worlds of Mughal India; History of South Asia I: from Al-Hind to Hindustan; India and Europe: Imperial Knowledges in South Asia; Early Modern South Asia: Agent, Subject, Object.

Research and Teaching Specialization: Medieval and Early Modern South Asia; History of Islam; Global Intellectual History; Digital Humanities

Publications: “Narratives of Earliest Hindi-Muslim Encounters.” *Oxford Handbook of the Mughal World*. Oxford University Press, 2018

“Quarantined Histories: Sindh and the question of historiography in Colonial India,” Parts I and II. *History Compass*, 2017. <<https://doi.org/10.1111/hic3.12401>> and <<https://doi.org/10.1111/hic3.12398>>.

A Book of Conquest: The Chachnama and the Origins of Islam in South Asia. Harvard University Press, 2016.

“The Advent and Spread of Muslim Rule in South Asia.” *History of Pakistan*, edited by Roger Long. Oxford University Press, 2015.

Theses Supervised in past five years: MA (7), PhD (5)

Distinctions: Muslim Worlds Manuscript Project; Council on Library and Information Resources, Mellon Hidden Collections Grant, 2018.

Aftab Ahmad (full-time, non-tenured) Lecturer in Urdu,
Dept. of Middle Eastern, South Asian, and African Studies (MESAAS)

Education: 1990 BA, Aligarh Muslim University; 1993 MA, 1996 M.Phil., 1999 Advanced Diploma in Mass Media in Urdu, 2000 PhD, Jawaharlal Nehru University

Academic Experience:

2010-present	Urdu Lecturer, MESAAS
2011	Urdu Instructor, Summer Program, American Institute of Indian Studies, Lucknow
2006-2010	Urdu Lecturer, University of California, Berkeley
2007-2009	Hindi Lecturer, Summer Program, University of California, Berkeley
2001-2006	Director, Urdu Language Program, American Institute of Indian Studies, Lucknow

Overseas Experience: India

Language(s): Urdu (5), Hindi (5), Awadhi (5); Bhojpuri (4), Braj (3), Persian (2), Arabic (1)

Language Pedagogy Training: SAI proficiency, assessment, and pedagogy workshops, 2010-18 (See I. Outreach)

Percentage of Time spent on research and teaching on South Asia: 100%

Courses taught: Urdu for Heritage Speakers I and II, Intermediate Hindi-Urdu I and II, Readings in Urdu Literature I and II

Research and Teaching Specialization: Urdu, language pedagogy, translation

Publications: Translations (from Urdu unless noted), with Matt Reeck:

Mirages of the Mind. (Aab -e-gum) by Mushtaque Ahmad Yusufi. New Directions, 2015.

Bombay Stories by Saadat Hasan Manto. Random House India (2012); Vintage Classics UK and USA, 2014.

“The Hyena Laughed,” and “The Hyena Cried”, *The Caravan*, 2013. (Syed Mohammad Ashraf's short stories “Lakarbaggah Hansaa” and “Lakarbaggah Royaa.”)

“Bichaulia ” in *Vartman Sahitya*, 2012 (a Hindi translation of “The Middleman” by Manan Ahmed)

“Kashmir Ka Ghaddar” in *Vartman Sahitya*, 2012 (a Hindi translation of “A Collaborator In Kashmir” by Amitav Kumar)

Theses Supervised in past five years: PhD (1)

Distinctions: 2012, PEN Translation Fund grant

Appendix 5 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Dwijen Bhattacharjya (part-time non-tenured)

Lecturer in Bengali, Language Resource Center

Education: 1975 BA, Chittagong University; 1977 MA, Dhaka University; 1985 MA, University of Leeds; 1989 MA, Hunter College; 2001 PhD, CUNY Graduate Center

Academic Experience: 2009 – present, OPI Examiner, US Departments of Defense and State

1995-present, Lecturer, Columbia University

1992 -present, Teacher, Bengali and English, New York City Department of Education

1989-1995, ESL Teacher, Hunter College

1980 -84, Director of Education and Lecturer, Seventh of April High School, Libya

1978-1980, Lecturer, Notre Dame College, Bangladesh

Overseas Experience: Bangladesh, India

Language(s): Bengali (5), Assamese (4), Nagamese (4), Hindi (3), Urdu (3), Sanskrit (3), French (2), Spanish (2)

Language Pedagogy Training: SAI and LRC workshops, 2010-18 (See I. Outreach and G. Language Sections)

Percentage of Time spent on research and teaching on South Asia: 100%

Courses taught: **Elementary and Intermediate** Elementary and Intermediate Bengali I and II

Research and Teaching Specialization: linguistics and grammar of Bengali and Nagamese; language acquisition; Bengali as a second/foreign Language; religious & ethnic minority persecution in Bangladesh

Publications: “Nagamese, Creole Assamese” In *Comparative Creole Syntax*. Battle Bridge Publications, 2008.

Editor. *Bangladesh: A Portrait of Covert Genocide*, 4th Edition, Kolkata, 2006

Theses Supervised in past five years: none

Distinctions: ACTFL Certified OPI Examiner in Bengali

Akeel Bilgrami (tenured) Sidney Morganbesser Professor of Philosophy, Department of Philosophy

Education: 1970 BA, Bombay University; 1974 MA, Oxford University; 1983 PhD, University of Chicago.

Academic Experience: 2013 – 2016, Director, South Asia Institute

2004-2011, Director, Heyman Centre for the Humanities

2005 –present, Professor, Committee on Global Thought

1995-99 Chair, Department of Philosophy

1985 – present, Assistant, Associate, Full Professor, Columbia

1983-85, Assistant Professor, University of Michigan, Ann Arbor

Overseas Experience:

Mellon Distinguished Visiting Fellow, University of Witwatersrand, South Africa, 2013

Visiting Professor, Jawaharlal Nehru University, New Delhi, 2011

Visiting Fellow Australian National University, 2001

Radhakrishnan Chair, University of Hyderabad, 2000

Rajiv Gandhi Fellow, Nehru Memorial Library, Delhi 1994

Visiting Fellow Jawaharlal Nehru University, New Delhi, 1994

Visiting Fellow, Wolfson College, Oxford University, 1986

Language(s): Hindi (5), Urdu (5)

Percentage of Time spent on research and teaching on South Asia: 50%

Courses taught: Global Political Thought: Nehru, Gandhi, Iqbal and Senghor; Global Politics and Culture

Research and Teaching Specialization: Philosophy of Mind, Philosophy of Language, Political Philosophy and Moral Philosophy

Publications:

“Identity” *Political Concepts: A Critical Lexicon*. Edited by J.M. Bernstein, Adi Ophir, and Ann Laura Stoler. Fordham University Press, 2018.

“Gandhi’s Radicalism: An Interpretation.” *Beyond the Secular West*. Edited by Akeel Bilgrami. Columbia University Press, 2016.

“Capitalism, Liberalism, and Claims of Historical Necessity.” *Marx, Gandhi, and Modernity*. Edited by Akeel Bilgrami. Tulika Press, 2014.

Secularism, Identity, and Enchantment. Harvard University Press, 2014.

Theses Supervised in past five years: MA (5), PhD (4)

Distinctions: Ford Foundation grant (2006), Luce Foundation grant (2006), Mellon Foundation grant (2007, 2011)

Appendix 5 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Allison Busch (tenured) Associate Professor, Department of Middle East and Asian Languages and Culture

Education: 1992 BA, University of British Columbia; 2003 PhD, University of Chicago

Academic Experience: 2005-2013-present, Assistant to Associate Professor

2001-2005, Assistant Professor, University of North Carolina, Chapel Hill

2000, Loyola University of Chicago

Overseas Experience: India

Language(s): Hindi (5), Brajhasha (4), Sanskrit (4), Urdu (3), Avadhi (3), Persian (2), French (3), Bengali (1), Latin (1)

Percentage of Time spent on research and teaching on South Asia: 100%

Courses taught: Readings in Hindi Literature I & II, Major Texts: Middle East/India, Mughal India, Court Cultures of India.

Research and Teaching Specialization: Indian poetry, South Asian politics, courtly India

Publications:

“The Poetics of History in Padmakar’s Himmatbahādurvirudāvalī.” *Text and Tradition in Early Modern North India*. Edited by Tyler Williams, Anshu Malhotra, and Jack Hawley. Oxford University Press, 2018.

“The Poetry of History in Early Modern India.” *How the Past was Used: Historical Cultures, 750 – 2000*. Edited by Peter Lambert and Bjorn Weiler. Oxford University Press, 2017.

“Listening for the Context: Turning into the Reception of Rīti Poetry.” *Tellings and Texts: Music, Literature and Performance Cultures in North India*. Edited by Francesca Orsini and Katherine Butler Schofield. Open Book, 2015.

Co-edited with Thomas de Bruijn. *Culture and Circulation: Literatures in Motion in Early Modern India*. Brill, 2014

Poetry of Kings: The Classical Hindi Literature of Mughal India. Oxford University Press, 2012.

Theses Supervised in past five years: MA (7), PhD (5)

Honors and Awards in past five years: 2014-17 American Council of Learned Societies, Collaborative Research Fellowship with Prof. Molly Aitken, CUNY Graduate Center.

Partha Chatterjee (tenured; annual Fall semester appointment)

Professor, Departments of Anthropology and Middle Eastern, South Asian, and African Studies

Education: 1967 BA, University of Calcutta; 1970 MA, 1971 PhD, University of Rochester.

Academic Experience: 1997- present, Professor, Anthropology and MESASS, Columbia

1979-07 Professor and Director, Centre for Studies in Social Sciences, Calcutta.

1973-79 Fellow, Centre for Studies in Social Sciences, Calcutta.

Overseas Experience: India.

Visiting Fellow/Professor (Cape Town; Trinity College, Dublin; Academy of Sciences (Taiwan); Leiden; Oxford, etc.)

Language(s): Bengali (5), Hindi (4)

Percentage of time spent on research and teaching on South Asia: 100%

Courses taught: Advanced Study of the Histories, Cultures, and Societies of South Asia

Research and Teaching Specialization: Politics and governance in India

Publications:

“Football and Collective Identity in Colonial Calcutta.” *New Cultural Histories of India*. Co-edited by Partha Chatterjee, Tapati Guha-Thakurta and Bodhisattva Kar. Oxford University Press, 2014.

‘Berlin, Tagore, and the Dubious Legitimacy of Nationalism’ in, *Isaiah Berlin and the Politics of Freedom: ‘Two Concepts of Liberty’ 50 Years Later* (Routledge, 2013)

Editor, with Ira Katznelson. *Anxieties of Democracy: Tocquevillean Reflections on Democracy in India and the United States* (Oxford University Press, 2012)

‘After Subaltern Studies’, *Economic and Political Weekly* (September 1, 2012)

The Black Hole of Empire: History of a Global Practice of Power (Princeton University Press and Permanent Black, 2012)

Lineages of Political Society (Columbia Univ. Press; Permanent Black, 2011)

Empire and Nation: Selected Essays 1985-2005 (Columbia Univ. Press, 2010; Permanent Black (India), 2010)

Partha Chatterjee Reader (in Chinese) (Guangzhou: Nanfang Daily Press, 2010)

Theses Supervised in past five years: MA (8), PhD (3)

Distinctions: 2009 Fukuoka International Academic Prize for the study of Asia

Appendix 5 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Coorlawala, Uttara (part-time, non-tenured)

Adjunct Professor, Dance Department, Barnard College

Education: 1967 AB Smith College; MA 1984, PhD 1994, New York University

Academic Experience: 2006- present, Adjunct Professor, Alvin Ailey School, Fordham University

1998 – present, Adjunct Professor, Barnard College

1997-08, Professor, Long Island University

Professional Experience: 2012, Consultant on Dance Curriculum for the School of Arts and Aesthetics, Jawaharlal Nehru University

2007-present Co-Curator (performance and panels), *Erasing Borders: A Festival of Indian Dance*, sponsored by the Asia Society and the Indo-American Association for Culture.

1970-89, Solo Dances Performances and Tours: Europe, India, Germany, Japan, Russia, US.

Overseas Academic Experience: India, Pakistan, UK

Language(s): Hindi (3), French (2)

Percentage of time spent on research and teaching on South Asia: 100%

Courses taught: Classical Indian Dance I; Dance in India: Perspectives and Body Movement

Research and Teaching Specialization: Dance in India and Asia; Gender and Dance

Publications:

"La Meri." *Treasures of Dance*, Dance Heritage Coalition, 2016. . <http://dhctreasures.omeka.net/lameri2>

"Ruth St.Denis:" "The East-west Dance Encounter;" and "Kumudini Lakhia." *Routledge Encyclopedia of Modernism*.

URL: <https://www.rem.routledge.com/>.

"Darshan and Abhinaya: An Alternative to the Male Gaze" in *Natyasastra and the Body in Performance: Essays on Indian Theory of Dance and Drama*. Edited by Sreenath Nair. McFarland and Company, 2015.

"Writing Out Otherness: Bodies that Dance South Asianness" in *Traversing Tradition*

Eds. Urmimala Sarkar Munsu and Stephanie Burrige, Routledge, 2011.

"It Matters for Whom You Dance: Audience Participation in Rasa Theory" in *Dance Matters: Performing India*.

Ed.s Pallabi Chakravorty and Nilanjana Gupta. Routledge India, 2011

"Of Intersecting Circles" *Pravasi Bharatiya Special Issue: Connecting India with its Diaspora*.

Ministry Of Overseas Indian Affairs, New Delhi, 2009.

Theses Supervised in past five years: MA (3), PhD (2)

Distinctions: Sangeet Natak Akademi Puruskar, 2010. (India's highest award recognizing excellence in the performing arts.)

E. Valentine Daniel (tenured) Professor, Department of Anthropology, Columbia University

Education: BA, Amherst College, 1971; MA, University of Chicago, 1973; PhD: University of Chicago, 1979

Academic Experience: 2012-13, Acting Director, South Asia Institute

1997-present, Professor of Anthropology, Columbia University

1997-2001, Director, South Asia Institute, Columbia University,

1990-1997, Professor of Anthropology, University of Michigan, Ann Arbor,

1995-1997, Director, Program in Comparative Studies in Social Transformation, Michigan

Spring 1989, Visiting Professor of Anthropology, University of Texas, Austin

Fall 1989, Visiting Professor, Centre d'etudes de l'Inde et de l'Asie Sud, Paris.

1978-1990, Assistant to Associate Professor of Anthropology, Univ. of Washington (Seattle)

Overseas Experience: Canada, India, Netherlands, Sri Lanka, United Kingdom

Language(s): Tamil (5), French (3), Sinhala (3), Malayalam (2)

Percentage of time spent on research and teaching on South Asia: 50%

Courses taught: Introduction to the Anthropology of South Asia

Research and Teaching Specialization: violence, refugees and plantation labor; Sri Lanka and South India; Semeiotics of Anthropology

Recent Publications:

"The Coolie: Extended Selection." In *Scarred Landscapes*, Ann Stoler (ed.), Duke University Press, 2009.

"The Coolie: Selections" *Journal of Cultural Anthropology*, 2008

"Objectivity," and "Semiotics" in *Blackwell Encyclopedia of Sociology*. Blackwell Publishing, 2007

"The Dialectic of Recognition and Displacement in a Globalized World."

In *Cultural Psychology of Immigrants*. London: Lawrence Erlbaum Assoc., 2006

Theses Supervised in past five years: PhD (4)

Appendix 5 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Vidya Dehejia (tenured) Barbara Stoler Miller Professor of Indian Art, Department of Art History and Archeology

Education: 1961 BA, Bombay University; 1963 BA, 1967 MA, 1968 PhD, Cambridge Univ.

Academic Experience: 2003-08 Director, South Asia Institute

2002 – present, Professor, Columbia

1982–1994, Associate Professor, Columbia

1973-79, Professor, Delhi School of Planning and Architecture

Professional Experience:

Sackler and Freer Galleries, Smithsonian Institution:

2001-02, Acting Director

2000-01, Deputy Director

1998-2000, Associate Director

1998-2001, Chief Curator, South and Southeast Asian Art

1994-98, Curator, South and Southeast Asian Art

Overseas Experience: Australia, China, India

Language(s): Tamil (4), Sanskrit (3), and Hindi (3)

Percentage of time spent on research and teaching on South Asia: 100%

Courses taught: Masterpieces of Indian Art & Architecture, The Genesis of Buddhist Art,

Patronage and the Monuments of South Asia, The Hindu Temple

Research and Teaching Specialization: architecture, sculpture and painting of South Asia; Raj-era Indian silver

Recent Publications:

Co-authored with Peter Rockwell. *The Unfinished: Stone Carvers at Work on the Indian Subcontinent*. Roli Books, New Delhi, 2016.

“Addition, Erasure, and Adaptation: Interventions in the Rock-Cut Monuments of Māmallapuram”

Co-author with Richard Davis. *Archives of Asian Art*, 2010

The Body Adorned: Dissolving Boundaries between Sacred and Profane

Columbia Univ. Press, 2009 & Ahmedabad: Mapin Publications, 2009.

Delight in Design: Indian Silver for the Raj. Ahmedabad: Mapin Publications, 2008.

"Questioning Narrativity and Inscribed Labels: Buddhist Bharhut, Sannati, and Borobudur," in

Sacred Landscape in Asia: Shared Traditions, Multiple Histories. New Delhi: IIC-Manohar, 2007.

Theses Supervised in past five years: MA (4), PhD (1)

Distinctions: 2012, Padma Bhushan (second-highest civilian honor by the Government of India).

Vishakha Desai (full-time, non-tenured)

Professor of Professional Practice, School of International and Public Affairs;

Special Advisor for Global Affairs, Office of the President

Education: BA, Bombay University; MA and PhD, University of Michigan

Academic Experience:

2012 - present, Professor of Professional Practice, School of International and Public Affairs

2012 –present, Special Advisor for Global Affairs, Office of the President

Professional Experience: 2012 – present, Senior Advisor for Global Programs, Guggenheim Foundation

2004-2012, President and CEO, The Asia Society

1998-99, President, Association of Art Museum Directors

1990 – 2004 Senior Vice President, and Director of Museum and Cultural Programs, The Asia Society

1977- 1990, Curator, Head of Public Programs and Academic Affairs, Museum of Fine Arts, Boston

Overseas Experience: China, Germany, India, Korea, Netherlands, Thailand, Vietnam

Language(s): Gujarati (5), Hindi (4), Sanskrit (4), French (2)

Percentage of Time spent on research and teaching on South Asia: 50%

Courses taught: Culture and Foreign Policy: India and China

Research and Teaching Specialization: non-profit organizations, art and archaeology of India

Publications:

Editor. *Asian Art History in the 21st Century*. Yale University Press, 2008.

“Collecting Contemporary Asian Art: Strategies for the New Century” in *Collecting the New*,

(ed. Bruce Altshuler), Princeton University Press, 2007.

Theses Supervised in past five years: none

Distinctions: 2012 – present, Member, National Commission on Museums and Libraries, National Foundation on the Arts and Humanities; 2003 – present, Member, Mayor's Commission for Cultural Affairs, NYC

Appendix 5 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Katherine Pratt Ewing (full-time, non-tenured)

Professor, Department of Religion; MA Coordinator, Program in South Asia Studies, South Asia Institute

Education: 1971 BA Tufts; 1973 MA Boston; 1983 PhD Chicago.

Academic Experience: 2016-2018 Director, Institute for Religion, Culture, and Public Life

2011-present Professor of Religion, Columbia University

2010-2011 Professor of Anthropology, University of Wisconsin, Madison

2008-2010 Professor of Cultural Anthropology and Religion, Duke University.

1998-2001 Director, South Asia Center, Duke University

1991-1997-2008 Assistant/Associate Professor of Cultural Anthropology and Religion, Duke University.

Overseas Experience: Germany, India, Netherlands, Pakistan, Turkey

Language(s): Urdu (3) French (3) Hindi (2) Turkish (2) German (2)

Percentage of Time spent on research and teaching on South Asia: 75%

Courses taught: Anthropological Approaches to South Asia; Sufism; Religion and the Sexual Body, Muslims in Diaspora

Research and Teaching Specialization: South Asia; Anthropology of religion; Islam and Islamization; religious movements; ethnicity and migration; gender and sexuality; cultural and social theory.

Publications:

“Murder in Chapel Hill: Muslims, the Media, and the Ambivalence of Belonging.” In Davis, Ghorashi, and Smets, eds. *Contested Belongings: Spaces, Practices, Biographies*. Emerald, 2018

Co-authored with Baishakhi Taylor, “The Ungendered Self: Sex Reassignment, The Third Gender and Gender Fluidity in India.” In Claudia Strauss and Jack Friedman, eds. *Political Sentiments and Social Movements: The Person in Politics and Culture*. Palgrave, 2018.

“Islam is Not a Culture: Reshaping a Muslim Public for a Secular World.” In Jane Garnett and Sondra Hausner, eds. *Religion in Diaspora: Cultures of Citizenship*. Palgrave MacMillan, 2014.

“Debating Muslim Sexualities in South Asian Islam.” *Report on Islam in Asia Seminar Series*. Harvard Asia Newsletter, 2010.

Theses Supervised in past five years: MA (16), PhD (8)

Distinctions: 2016-18 American Council of Learned Societies, Religion, Journalism, and International Affairs; 2017-19 President’s Global Initiative Fund, Columbia University; 2017 Columbia Arts & Sciences Catalyst Grant.

E. Mara Green (tenure-track) Assistant Professor, Department of Anthropology, Barnard College

Education: 2003 BA Amherst, 2014 PhD University of California, Berkeley

Academic Experience:

2016- present, Assistant Professor, Barnard College

2014-2016, Post-Doctoral Fellow, Department of Linguistics, University of California, San Diego,

Overseas Experience: Nepali

Language(s): Nepali Sign Language (5), Nepali (4), American Sign Language (3), International Sign Language (3), Spanish (3)

Percentage of time spent on research and teaching on South Asia: 25%

Courses taught: South Asia: Anthropological Approaches; Language and its Limits; Introduction to Language and Culture; Anthropological Theory; Language Matters

Research and Teaching Specialization: Linguistic anthropology; Language and ethics; Deaf Studies/sign Language studies; Anthropology of Nepal and South Asia

Recent Publications “Performing Gesture: The Pragmatic Functions of Pantomimic and Lexical Repertoires in a Natural Sign Narrative.” *Gesture* 16 (2), 2018.

“Building the Tower of Babel: International Sign, Linguistic Commensuration, and Moral Orientation.” *Language in Society* 43(4), 2014.

“Deaf Community: Southern Asia” (with M. Friedner and A. Kusters). In *The Deaf Studies Encyclopedia*, G. Gertz and P. Boudreault (eds). SAGE Reference, 2014.

“Sign Language: Southern Asia” (with M. Morgan). In *The Deaf Studies Encyclopedia*, G. Gertz and P. Boudreault (eds). SAGE Reference, 2016.

“One Language, or Maybe Two: Direct Communication, Understanding, and Informal Interpreting in International Deaf Encounters.” In *It’s a Small World: International Deaf Spaces and Encounters*, M. Friedner and A. Kusters (eds). Gallaudet University Press, 2015.

Theses Supervised in past five years: none

Appendix 5 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Menaka Guruswamy (full-time, non-tenured)

B. R. Ambedkar Research Scholar and Lecturer in Law, School of Law

Education: 1997 BA, LL.B (honors) National Law School of India University, B.A., LL.B. (with honors); 2000 B.L.C. Oxford University, 2001 LL.M Harvard Law School, 2015 D.Phil. Oxford University

Academic Experience:

2017- present, Lecturer in Law, Columbia Law School

2017 – present, B.R. Ambedkar Research Scholar, Columbia Law School

2016-2017 Fellow, Wissenschaftskolleg zu Berlin/Institute of Advanced Studies

2016 Visiting Lecturer, Yale Law School

2006-2007 Assistant Professor, New York University Law School

Professional Experience:

2007 – present, Attorney, Supreme Court of India

2004-2006, Human Rights Consultant, UNICEF and United Nations Development Fund

2001-2003, Associate, Davis, Polk, and Wardwell (New York)

Overseas Experience: Germany, India

Language(s): Hindi (5), Telugu (2)

Percentage of time spent on research and teaching on South Asia: 75%

Courses taught: Constitutional Design in Post-Conflict Democracies

Research and Teaching Specialization: Comparative Constitutional Law; Constitutional Theory: Post Conflict Constitutionalism

Recent Publications: "Constitution-Making in South Asia." In Handbook on Comparative Constitutional Law. Edward Elgar, Forthcoming, 2018.

"Crafting Constitutional Values: An Essay on the Supreme Court of India" In *An Inquiry into the Existence Of Global Values*. Edited by Dennis Davis, Alan Richter, Cheryl Saunders. Hart/Bloomsbury, 2015.

Theses Supervised in past five years: none

Saeed Honarmand (full-time, non-tenured)

Instructor in Persian and Persian Language Coordinator,

Department of Middle Eastern, South Asian, and African Studies

Education: (year unknown) BA, Persian Literature: University of Isfahan; (year unknown) Teaching Certificate, Persian Language and Literature, Daneshsara Tarbiat Dabir, Isfahan Teacher's College.; 2005 MA, 2011 PhD in Comparative Studies and Persian Literature: The Ohio State University

Academic Experience:

2015- present, Persian Instructor and Coordinator, Columbia University

2002-2014, Persian Instructor, The Ohio State University;

2008-2011, Instructor of Persian and Director, Summer Arabic Persian Turkish Language Immersion Institute (APTLII), University of Wisconsin –Madison

Language Competence (scale of 1-5): Persian (5), Arabic (3), Urdu (3), German (3)

Overseas Experience: Iran

Area Courses Taught: Elementary Persian I and II; Intermediate Persian I and II; Advanced Persian I and II.

Research Specialization: Persian language, literature, and culture; concept of the self in 10th-11th century Persian epics and romances; Iranian mythology, Iranian cinema

Percentage of time spent on research and teaching on South Asia: 25%

Recent Publications:

Persian Textbook for Elementary (Āmuzesh-e zabān-e Fārsi I), Javan Books 2017.

Persian Textbook for Intermediate (Āmuzesh-e zabān-e Fārsi II), Javan Books 2016.

Theses Supervised in past five years: MA (1)

Appendix 5 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

John Stratton Hawley (tenured) Claire Tow Professor, Department of Religion, Barnard College and Columbia University
Education: 1963 AB, Amherst; 1966 MDiv, Union Theological Seminary; 1977 PhD, Harvard University

Academic Experience:

1989- 1997 Director, South Asia Institute

1986 – present, Professor, Barnard College

1982 Visiting Associate Professor, Graduate Theological Union, Univ. of California Berkeley

1978-1986, Assistant, Associate, and Full Professor, University of Washington

Overseas Experience: India

Language(s): Brajhasha (5), Hindi (5), French (2), German (2), Sanskrit (1)

Percentage of time spent on research and teaching on South Asia: 100%

Courses taught: Bhakti Texts of North India; Hinduism; Hinduism Here; Love, Translated: Hindu Bhakti; Issues in the Study of South Asian Religions

Research and Teaching Specialization: history of religions; Hinduism; *Bhakti* literature

Recent Publications: *Sūrdās: Poet, Singer, Saint*, revised and expanded edition. Delhi: Primus Books, 2018.

“Bhaṭṭs in Braj.” *Text and Tradition in Early Modern North India*. Co-edited, with Tyler Williams and Anshu Malhotra. Oxford University Press, 2018.

“Can There Be a Vaishnava Kabir?” *Studies in History* 32:2, 2016.

“Bhakti Across Boundaries: A Response.” *Journal of Hindu Studies* 8:3, 2015.

Into Sur’s Ocean: Poetry, Context, and Commentary. Harvard Oriental Series, no. 83. Harvard University Press,

A Storm of Songs: India and the Idea of the Bhakti Movement. Harvard University Press, 2015.

Co-authored with with Kenneth E. Bryant. *Sur’s Ocean: Poems from the Early Tradition*. Murty Classical Library of India, Harvard University Press, 2015

Theses Supervised in past five years: MA (6), PhD (5)

Distinctions: 2018 A. K. Ramanujan Book Prize for Translation of the Association for Asian Studies, for *Sur’s Ocean* (with Kenneth E. Bryant); 2017 Ananda Kentish Coomaraswamy Book Prize of the Association for Asian Studies, for *A Storm of Songs*.

Sudipta Kaviraj (tenured) Professor of Indian Politics and Intellectual History, Dept. of Middle Eastern, South Asian, and African Studies

Education: 1966 BA Presidency College; 1969 MA Univ. of Calcutta; 1979 PhD Jawaharlal Nehru Univ.

Academic Experience: 2008-2011, Chair, Dept. of Middle Eastern, South Asian and African Studies

2007 – present, Professor, Columbia University

2004, Visiting Professor, University of Chicago

2004 -2007, Chairman, Dept. of Politics and International Relations, Univ. of London

1996, Visiting Professor, Dept. of South Asian Studies, Univ. of California, Berkeley

1991 – 2007, Reader in Politics, SOAS, University of London

1971-1983-1991, Assistant to Associate Professor, Jawaharlal Nehru University

Overseas Experience: India; U.K.

Language(s): Bengali (5), Sanskrit (5), Hindi (4), Urdu (4)

Percentage of time spent on research and teaching on South Asia: 100%

Courses taught: Subaltern Studies and Problems in South Asian History; Gandhi and His Interlocutors; Politics in India; Global Political Thought: Nehru, Gandhi, Iqbal and Senghor

Research and Teaching Specialization: Indian social and political thought in the 19th and 20th centuries; modern Indian literature and cultural production; historical sociology of the Indian state.

Recent Publications: “The perfume from the past: Modern reflections on ancient art – Bankimchandra, Rabindranath and Abanindranath Tagore.” In Arindam Chakrabarti (ed), *The Bloomsbury Research Handbook of Indian Aesthetics and Philosophy of Art*. Bloomsbury, 2016.

“Disenchantment deferred.” In Akeel Bilgrami (ed), *Beyond the Secular West*, Columbia University Press, 2016.

“Why and how should we read ancient texts.” In M. Mullick and M. S. Sondhi (eds), *Classical Indian Thought and the English Language: perspectives and problems*. Indian Council of Philosophical Research, 2015.

“Democracy and the power of religion: some lessons from India” In Robin Griffith-Jones and Mark Hill (eds), *Magna Carta, Religion and the Rule of Law*, Cambridge University Press, 2015.

“The curious persistence of colonial ideology.” In Sanjay Ruparelia (ed), *The Indian Ideology: three responses to Perry Anderson*, Permanent Black, 2015.

The Invention of Private Life, Columbia University Press, New York, 2015.

Theses Supervised in past five years: unknown

Appendix 5 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Upmanu Lall (tenured) Alan and Carol Silberstein Professor of Engineering,
Fu Foundation School of Engineering Director, Earth Institute Water Center
Education: 1976 B.Tech., Indian Institute of Technology (Kampur); 1980 MS, 1981 PhD, University of Texas
Academic Experience: 2009-10, Chair, Civil Engineering and Engineering Mechanics
2008-present, Director, Columbia Water Center, Columbia
2005-present Alan and Carol Silberstein Professor of Engineering
2003- 2006, Chair, Earth and Environmental Engineering, Columbia
2002-present, Professor of Civil and Mechanical Engineering, Columbia
2001-present, Professor, Earth and Environmental Engineering, Columbia
2001 –present, Senior Research Scientist, Int’l Research Inst. For Climate & Society
1981-1988- 2001, Assistant/Associate/Full Professor, Utah State University
Professional Experience: UNESCO-IHP; Ministry of Water Resources, India; Delhi College of Engineering,
New Delhi; State of Utah Divisions of Water Resources, and of Water Rights.
Current Research Projects: Columbia Water Center project, Ludhiana, Punjab; Scaling Up Services in India
(Uttar Pradesh, Madhya Pradesh and Rajasthan); Macroeconomics and Health (India, Sri Lanka); Water
Resources in a Changing Climate, project with Ministry of Water Resources, India; Improving Rural
Livelihoods and Water Resource Outcomes in India, China, Africa, and Brazil
Overseas Experience: Bangladesh, Brasil, India, Sri Lanka
Languages: Hindi (4), Punjabi (4)
Percentage of time spent on research and teaching on South Asia: 50% (research)
Research and Teaching Specialization: hydroclimatology, nonlinear dynamics, and applied statistics; natural
hazards, water systems, and risk management; water technologies for developing countries
Recent Publications:
Co-author with Krishnamurthy, C., H. Kwon. “Changing Frequency and Intensity of Rainfall Extremes Over India,”
Journal of Climate, 2009
Honors and Awards: 2014 Henry Darcy Medal, European Geophysical Union; 2011 Arid Lands Hydrology Award
by the American Society of Civil Engineers.

Mana Kia (tenure-track) Assistant Professor of Indo-Persian Studies,
Department of Middle Eastern, South Asian and African Studies
Education: 1997 BA, Vassar; 2001 MA, New York University; 2011 PhD, Harvard
Academic Experience: 2013 – Present, Assistant Professor, Columbia University
2011-2013 Postdoctoral Research Fellow, Center for the History of Emotions, Max Planck Institute for
Human Development, Berlin
Overseas Experience: Germany, India, Iran, Myanmar, UK
Language(s): Persian (5), Urdu (3), Hindi (2), French (2) German (1)
Percentage of Time spent on research and teaching on South Asia: 100%
Courses taught: Societies and Cultures Across the Indian Ocean; Gender, Power, and Culture
in Early Modern India; Readings in Indo-Persian Literature
Research and Teaching Specialization: social and cultural histories of West, Central and South Asia, 17th-19th
centuries; Indo-Persian literary culture and social history; inter-Asian transregional travel and migration,
gender and sexuality, and historiographies beyond nationalism.
Publications: “The Necessary Ornaments of Place: Similarity and Alterity in the Persianate Imaginary,”
Comparative Islamic Studies (special issue on “Iranian Cosmopolitanism”), 2018
“Space, Sociality, and Sources of Pleasure: A Response to Sanjay Subrahmanyam” *Journal of the Economic and
Social History of the Orient* 61, 1-2, 2018.
“Indian Friends, Iranian Selves, Persianate Modern.” *Comparative Studies of South Asia, Africa and the Middle East*
36,3, 2016.
Co-authored with Afshin Marashi. “Introduction: After the Persianate.” *Comparative Studies of South Asia, Africa
and the Middle East* 36,3, 2016.
“Moral Refinement and Manhood in Persian.” In Margrit Pernau et al. *Civilizing Emotions: Concepts in Asia and
Europe, 1870-1920*. Oxford University Press, 2015.
“Adab as Literary Form and Social Conduct: Reading the *Gulistan* in Late Mughal India.” In *No Tapping Around
Philology: A Festschrift in celebration and honor of Wheeler McIntosh Thackston Jr.’s 70th Birthday*,
ed. Alireza Korangy and Daniel J. Sheffield. Wiesbaden: Harrassowitz, 2014.
Theses Supervised in past five years: none

Appendix 5 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Rachel Fell McDermott (tenured) Ann Whitney Olin Professor, Dept. of Asian and Middle Eastern Cultures, Barnard College; and Department of Religion, Columbia University

Education: AB 1981, University of Pennsylvania; MDiv 1984, Harvard Divinity School; AM 1986, PhD 1993, Harvard University

Academic Experience: 2003 – present, Chair, Department of Asian and Middle Eastern Cultures, Barnard College
1994-2003-2009, Assistant to Associate to Full Professor, Barnard College
1993- 1994, Lecturer, Harvard University

Overseas Experience: Bangladesh, India

Language(s): Bengali (4), Sanskrit (3), French (3)

Percentage of time spent on research and teaching on South Asia: 100%

Courses taught: Introduction to Indian Civilizations, Introduction to Hinduism, Major Texts of India, Hindu Goddesses, Judaism and Christianity in South Asia, Bengal: Culture and Identity

Research and Teaching Specialization: Comparative religion, Hindu religious tradition, Bengal, Shaktism, Bhakti

Recent Publications: Editor. *Sources of Indian Tradition: Modern India, Pakistan, and Bangladesh*. Vol. 2, third edition. Columbia University Press, 2015.

Revelry, Rivalry, and Longing for the Goddesses of Bengal: The Fortunes of Hindu Festivals. Columbia University Press, 2011.

“Why Zen Buddhism and not Hinduism? The Different Asias of Thomas Merton’s Journeys East.” *The Merton Annual*, 2011.

“Viewpoint: What I See: Little Indias, Caste, and the Church in the West.” *Journal of Hindu-Christian Studies*, 2010.

Co-edited and author. “Introduction” and “Festival for Jagaddhātṛā and the Power of Localized Religion in Bengal,” in *Breaking Boundaries with the Goddess: New Directions in the Study of Saktism. Essays in Honor of Narendra Nath Bhattacharyya*, edited with Cynthia Ann Humes. Manohar (Delhi), 2009.

Theses Supervised in past five years: MA (12), PhD (10)

Shayoni Mitra (tenure-track) Assistant Professor, Theatre Department, Barnard College

Education: 2001 BA, 2003 MA St. Stephens College, Delhi University; 2004 MA, 2009 PhD, New York University

Academic Experience:

2010-present, Assistant Professor, Barnard College

2009-2010 Visiting Assistant Professor, Brown University

Professional Experience:

2005-2009 Workshop Leader, Theatre for Social Change and Theatre of the Oppressed, Rhode Island and New York

2000-2004 Performer, proscenium and street theatre, Jana Nayta Manch, New Delhi

Overseas Experience: India

Language(s): Hindi (5), Bengali (3)

Percentage of Time spent on research and teaching on South Asia: 75%

Courses taught: World Theatre; Traditional Indian Performance; Modern Asian Performance

Research and Teaching Specialization: intersection of theatre and politics, street theatre; Delhi and northern and eastern India.

Publications:

“Violating Performance: Women, Law and the State of Exception,” in *Gender, Space, Resistance*, ed., Anita Singh, D. K. Printworld, 2013.

“Juliano Mer Khamis: Murder, Theatre, Freedom, Going Forward,” *The Drama Review*, MIT Press, 2011.

Theses Supervised in past five years: none

Appendix 5 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Debashree Mukherjee (tenure-track) Assistant Professor, Department of Middle Eastern, South Asian and African Studies; Affiliated Faculty, Film and Media Program, School of the Arts

Education: 2001 BA, Lady Shri Ram College, Delhi University; 2004 MA, Jamia Millia Islamia University; 2009 M.Phil, Jawaharlal Nehru University; 2015 PhD, New York University

Academic Experience: 2015 – Present, Assistant Professor, Columbia University
2011-2013 Postdoctoral Research Fellow, Center for the History of Emotions, Max Planck Institute for Human Development, Berlin

Overseas Experience: Australia, Germany, India, Italy, UK

Language(s): Hindi (5), Bengali (5)

Percentage of Time spent on research and teaching on South Asia: 100%

Courses taught: Cinema and Colonialism in South Asia; Visual Cultures of South Asia; Media Practices in India and China; Cinemas of India; Cinematic Cities/Global Modernities

Research and Teaching Specialization: Modern South Asian visual cultures and industries; late colonial Bombay cinema; relations between bodies, production practices, aesthetics, and technology within specific media ecologies.

Publications:

“Archival Conjugations: A Queer Trace of Love and Loss in Bombay Cinema,” in Ranjani Mazumdar and Neepa Majumdar (eds.) *A Companion to Indian Cinema*, Wiley-Blackwell, 2018.

“A Cinematic Imagination: Josef Wirsching and the Bombay Talkies,” in Nandita Jaishankar & Arnav Adhikari (eds.) *Projects/Processes, Volume I*, Serendipity Arts Foundation, 2018.

“Tracking Utopias: Technology, Labor, and Secularism in Bombay Cinema (1930s-1940s),” in Anupama Rao and Arvind Rajagopal (eds.) *Media/Utopia: Imagination, History, Technology*, Routledge, 2017.

“Scandalous Evidence: Looking for the Bombay Film Actress in an Absent Archive (1930s-1940s),” in Christine Gledhill & Julia Knight (eds.) *Doing Women’s Film History: Reframing Cinema’s Past and Future*, University of Illinois Press, 2015

“Screenwriting and Feminist Rewriting: The Lost Films of Jaddan Bai (1935-1948),” in Jules Selbo & Jill Nelmes (eds.) *Women Screenwriters: An International Guide*, Palgrave- MacMillan, 2015
New Delhi: Art Heritage & Niyogi Books, 2014

Theses Supervised in past five years: MA (4)

Dipali Mukhopadhyay (tenure-track) Assistant Professor, International Security Policy and Saltzman Institute of War and Peace, School of International and Public Affairs

Education: 2002 BA, Yale University; 2005 MA, 2011 PhD, The Fletcher School, Tufts University

Academic Experience: 2012 – Present, Assistant Professor, Columbia University
2016 – present, Visiting Scholar, Center on International Cooperation, New York University
2011-2012, Post-doctoral fellow, Liechtenstein Center on Self-Determination, Princeton University
2008. Visiting Lecturer, Dar al Hekma College, Saudi Arabia

Overseas Experience: Afghanistan, Saudi Arabia

Language(s): French: 3; Persian: 2

Percentage of Time spent on research and teaching on South Asia: 100%

Courses taught: State Formation, Violence, and Intervention in the Modern World; Unconventional Warriors: The Exploitation and Management of Violence by Non-State Armed Actors. The Politics and Law of Intervention and Conflict Management; The Logic of the Weak State

Research and Teaching Specialization: International security, modern state formation in conflict and post-conflict settings, the role of warlords in the state building project in post-2001 Afghanistan

Publications:

Co-authored with Romain Malejacq. “Yes, it’s possible to do research in conflict zones. This is how.” Washington Post’s Monkey Cage, 2017.

Co-authored with Romain Malejacq. “Power, Positionality, and the Tribal Politics of Field Research in 21st Century Warzones.” *Perspectives on Politics*, 2016.

“Provincial Governors in Afghan Politics” Special Report No 385, U.S. Institute of Peace, 2016.

URL: <http://www.usip.org/sites/default/files/SR-385-Provincial-Governors-in-Afghan-Politics.pdf>
Warlords, Strongman Governors, and the State in Afghanistan. Cambridge University Press, 2014.

Co-authored with Frances Z. Brown. “What Obama Missed in Afghanistan.” *Foreign Policy*, 2014

Co-authored with Frances Z. Brown. “Lessons from Afghanistan: Warlord Politics Aren’t Always Bad for Democracy.” The Washington Post’s Monkey Cage, 2014.

Theses Supervised in past five years: none.

Appendix 5 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Phillip Oldenburg (part-time non-tenured) Adjunct Professor, Department of Political Science

Education: 1964 BA, Brandeis University; 1968 MA, 1974 PhD, University of Chicago

Academic Experience: 2006-07, Visiting Lecturer, Johns Hopkins University

2003 – present, Senior Fellow, Institute of Social Sciences, New Delhi

1995-02, Associate Director, South Asia Institute, Columbia

1993-94, Visiting Lecturer, University of Pennsylvania

1990-present, Adjunct Professor, Columbia

1977-90, Assistant Professor, Columbia

Overseas Experience: India

Language(s): Hindi (5), Urdu (5), German (2)

Percentage of time spent on research and teaching on South Asia: 100%

Courses taught: Political Systems of South Asia; International Relations of South Asia: Pakistan

Research and Teaching Specialization: contemporary politics of South Asia

Recent Publications: “Political Elites of South Asia.” *Palgrave Handbook of Political Elites*, edited by Heinrich Best and John Higley. Palgrave Macmillan, 2018

“Loyalty, Disloyalty, and Semi-Loyalty in Pakistan’s Hybrid Regime.” *Journal of Commonwealth and Comparative Politics* 55, 1, 2017.

“The Judiciary as Political Actor” Christophe Jaffrelot, ed., *Pakistan at the Crossroads*. Columbia University Press, and New Delhi: Penguin Random House, 2016.

“Uneasy Neighbors.” In: Ira Pande, ed., *A Tangled Web: Jammu & Kashmir*. New Delhi: India International Centre and Harper Collins, 2011.

India, Pakistan, and Democracy: Solving the Puzzle of Divergent Paths. Routledge (London), 2010 and Routledge & Manohar (Delhi), 2011.

Theses Supervised in past five years: MA (1), PhD (1)

Arvind Panagariya (tenured) Jagdish Bhagwati Professor of Indian Political Economy,

Department of Economics,; Director, Deepak and Neera Raj Center on Indian Economic Policies (SIPA)

Education: 1971 BA, 1974 MA, Rajasthan University; PhD, Princeton University, 1978

Academic Experience:

2015 – present, Director, Deepak and Neera Raj Center on Indian Economic Policies (SIPA)

2009-13, Director, Center on Indian Political Economy, Columbia

2004-present, Professor, Columbia University

2003-04, V.K.R.V. Rao Professor, Institute for Social and Economic Change, Bangalore

1993-2004, Co-director, Center for International Economics, Univ. of Maryland

1978-2004, Assistant, Associate, and Full Professor, Univ. of Maryland, College Park

Professional Experience: 2015-2017, Vice Chairman, NITI Aayog, Government of India

2011- 2014, Member, International Advisory Board, Securities and Exchange Board

of India, and Member, Advisory Committee on G-20, Ministry of Finance

1989 – 1993, Senior and Principal Economist, World Bank

Overseas Experience: India

Language(s): Hindi (5)

Percentage of time spent on research and teaching on South Asia: 75%

Courses taught: Indian Economy in Transition

Research and Teaching Specialization: Indian Political Economy

Publications: “India: Three and a Half Years of Modinomics,” Working Paper, Deepak and Neera Raj Center on Indian Economic Policies, 2018.

The World Trade System: Trends and Challenges. Edited with Jagdish Bhagwati and Pravin Krishna. MIT Press, 2016

Making of Miracles in Indian States: Andhra Pradesh, Bihar and Gujarat. Edited with M.Govinda Rao. Oxford University Press, 2015.

State Level Reforms, Growth and Development in Indian States. Edited with Pinaki Chakraborty and M. Govinda Rao. Oxford University Press, 2014.

Co-authored with Megha Mukim. “A Comprehensive Analysis of Poverty in India.” *Asian Development Review*, MIT Press, 2014.

Theses Supervised in past five years: none

Distinctions: 2012, Padma Bhushan (second-highest civilian honor by the Government of India).

Appendix 5 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Sheldon Pollock (tenured) Arvind Raghunathan Professor of South Asian Studies,
Department of Middle Eastern, South Asian, and African Studies

Education: AB 1971, AM 1973, PhD 1975, Harvard University

Academic Experience:

2010 – present, General Editor, Murthy Classical Library of India

2009 – present, General Editor, Historical Sourcebooks in Classical Indian Thought, Columbia Univ. Press

2004-present, Professor, Columbia

1989-2004, George V. Bobrinsky Professor of Sanskrit and Indic Studies, Univ. of Chicago

1975-89, Assistant to Associate to Full Professor, University of Iowa

Overseas Experience: France, Germany, Hungary, India, Netherlands, UK

Language(s): Sanskrit (5), French (5), German (5), Dutch (3), Hindi (3), Kannada (2)

Percentage of time spent on research and teaching on South Asia: 100%

Courses taught: Majors Texts of India; Advanced Sanskrit I - IV; India Before Colonialism

Research and Teaching Specialization: Sanskrit philology, Indian intellectual and literary history;
comparative intellectual history

Recent Publications: Edited with Benjamin Elman. *What China and India Once Were: The Pasts That May Shape the Global Future*. Columbia University Press, 2018.

“A Theory of Philological Practice in Early Modern India.” *In Shaping the Sciences of the Past*. Editors, Agathe Keller and Karine Chemla. Springer, 2018.

Guest Editor. *Kitabhkhana: “Innovations and Turning Points: Toward a History of Kāvya Literature.”*
Comparative Studies in South Asia, Africa, and the Middle East. Vol. 38.1, 2018.

A Rasa Reader: Classical Indian Aesthetics. Columbia University Press, “Historical Sourcebooks in Classical Indian Thought,” 2016 and Permanent Black, India, 2017.

Editor. *Historical Sourcebooks in Classical Indian Thought* (c. 12 volumes projected.) Columbia University Press, two volumes published (2016, 2017); a third is in press.

Kritische Philologie: Essays zu Literatur, Sprache und Macht in Indien und Europa. (Critical Philology: Essays on Literature, Language, and Power in India and Europe). Göttingen: Wallstein Verlag, in the series, “Philologien: Praxis, Geschichte, Theorie,” 2016.

Philologie und Freiheit. Trans. R. Meyer-Kalkus. Matthes & Seitz, in the series “Fröhliche Wissenschaft,” 2016.

Edited with Benjamin Elman and Kevin Chang. *World Philology*. Harvard University Press, 2015.

Theses Supervised in past five years: MA (1), PhD (7)

Distinctions: Coomaraswamy Book Prize of the Association of Asian Studies, 2008; 32nd annual Lionel Trilling Award, Columbia, 2007; Padma Sri Award, Gov’t of India, 2010; Mellon Distinguished Achievement Award, 2009-2011 and 2011-2015; NEH Digital Humanities Award, 2014-2016.

Lawrence G. Potter (part-time, non-tenured), Adjunct Associate Professor of International Affairs,
School of International and Public Affairs; History Department (GSAS)

Education: 1970 BA Tufts; 1971 MA London; 1981 M.Phil, 1992 PhD, Columbia University

Academic Experience:

1996 – present. Adjunct Assistant to Adjunct Associate Professor, Columbia University

1997-1998, Adjunct Assistant Professor, Bryn Mawr College, 1997-98;

1993-1995, Visiting Assistant Professor, State University of New York, Stony Brook

1993-1994, Lecturer, Tufts University, 1993-94.

Language(s): Persian (4), French (4) German (1) Arabic (1)

Overseas Experience: Iran, Qatar

Courses Taught: Modern Afghanistan: History, Culture, Politics

Time Spent on Teaching/Research Related to South Asia: 25%

Theses Supervised in Past 5 Years: none

Recent Publications: “Society in the Persian Gulf: Before and After Oil,” Occasional Paper No. 18. Center for International and Regional Studies, Georgetown University in Qatar, 2017.

“Patterns of Intra-Gulf Relations: Arabia and Iran,” in *The Emergence of the Gulf States: Studies in Modern History*, ed. J. E. Peterson (London: Bloomsbury Academic, 2016);

Editor, *The Persian Gulf in Modern Times: People, Ports and History*. Palgrave Macmillan, 2014);

Editor, *Sectarian Politics in the Persian Gulf* (London: Hurst & Co., 2013);

Theses Supervised in Past 5 Years: None

Appendix 5 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Dalpat Rajpurohit (full-time non-tenured) Lecturer, Dept. of Middle Eastern, South Asian, and African Studies

Education: 2002 BA, Jai Narain Vyas University (Rajasthan); 2005 MA, 2007 MPhil, Jawaharlal Nehru University

Academic Experience: 2008-present, Hindi-Urdu Lecturer, Columbia

2007-08, Hindi Instructor, American Institute in India Hindi Programs (Delhi and Jaipur)

Fall 2006, Hindi Instructor, Semester Abroad Program (Nanital); Univ. of Washington

Spring 2006, Hindi Instructor, Jawaharlal Nehru University

Professional Experience: 2006, Translator (Hindi into English), National Mission for Manuscripts,

Ministry of Culture, Government of India

Overseas Experience: India (2006-08)

Language(s): Hindi (5), Urdu (5), Rajasthani (5) Braj (5), Awadhi (5) Sanskrit (3) Gujarati (2)

Language Pedagogy Training: SAI proficiency, assessment, and pedagogy workshops, 2010-18 (See I. Outreach)

Percentage of time spent on research and teaching on South Asia: 100%

Courses taught: Elementary and Intermediate Hindi-Urdu, Readings in Hindi Literature

Research and Teaching Specialization: Hindi-Urdu language and pedagogy; Modern Hindi poetry and prose;

Medieval Hindi poetry: Bhakti and Riti traditions; Sect Formation in Medieval North India and

Hagiographies

Publications: "Making the War Come Alive: Dīngal Poetry and Padmakar's Himmatbahādurvirudāvalī" *Text and Tradition in Early Modern North India*. Edited by Tyler Williams, Anshu Malhotra, and Jack Hawley.

Oxford University Press, 2018.

'Thematic Groupings of Bhakti Poetry: The Dādūpanth and Sarvaṅgī literature' in *Bhakti in Current Research: 2006 to 2009*, Ed. Imre Banga. Manohar, Delhi, 2013

"Language and Meters in Padmakar's Himmatbahadur Birdavali" in *Current Research on Early Modern Literatures in North India 2009-2012*, ed., John Stratton Hawley. Oxford University Press, New Delhi, 2013.

Translated with Stan Scott. *The Weaver's Song: Hindi Bhajans of North India*. Rangila World Music, 2011

Theses Supervised in past five years: none

Distinctions: Finalist, 2011 Columbia University Presidential Teaching Award

Rakesh Ranjan (full-time, non-tenured) Senior Lecturer, Department. of Middle Eastern, South Asian, and African Studies; Director and Language Coordinator, Hindi-Urdu Program

Education: 1983 BA, Bihar University; 1985 MA, 1988 MPhil, 1997 PhD, University of Delhi

Academic Experience:

2016 – present, Board of Trustees, South Asia Summer Language Institute

2009- present, Language Committee, American Institute of Indian Studies

2008- present, Executive Committee, Language Resource Center, Columbia

2008- present, Senior Lecturer, Coordinator and Director, Hindi-Urdu Program, Columbia

2004-2007, Director, Undergraduate Studies in Asian Studies Program, Emory University

2006- present, Director, Intermediate Hindi Summer Program, AIIS Jaipur, India.

2004-2006, Convener of Language Coordinators (Arabic, Hebrew, Hindi, Persian, Sanskrit), Emory Univ.

1999-2003-2008, Lecturer to Senior Lecturer in Hindi, Emory University

1998-1999: Resident Director, University of Virginia-Emory Semester Program in India.

1993-1998, Program Director, Hindi Language Program, AIIS, Varanasi, India.

Overseas Experience: India

Language(s): Hindi (5), Bhopuri (5), Bajjika (5), Russian (2), Mauritian Creole (2)

Language Pedagogy Training: Organizes SAI and LRC edagogy workshops, 2010-18 (See I. Outreach)

Percentage of time spent on research and teaching on South Asia; 100%

Courses taught: Elem. Hindi-Urdu; Hindi for Heritage Speakers; Advanced Hindi I and II, Hindi Language Pedagogy

Research and Teaching Specialization: Hindi language pedagogy; media, technology and language instruction; proficiency testing; Mauritian Creole and Bhopuri

Recent Publications:

Some Morphological and Syntactic Features of Mauritian Bhojpuri. Central Institute of Indian Languages, Mysore, India, 2010

Standardization and Modernization of Hindi and the Role of Print Media. Central Institute of Indian Languages, Mysore, India, 2010

Theses Supervised in past five years: none

Appendix 5 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Anupama Rao (tenured) Clarie Tow Associate Professor, Department of History, Barnard College and Columbia University; and Department of Middle Eastern, South Asian, and African Studies

Education: 1987 BA, University of Chicago; 1999 PhD, University of Michigan

Academic Experience:

2017-present, Associate Professor, Department of Middle Eastern, South Asian, and African Studies

2015-2018, Associate Director, Institute for Comparative Literature and Society

2012- 2013, Director of Graduate Studies, Institute for Research on Women and Gender

2012 Visiting Professor, Center for Modern Indian Studies, University of Göttingen

2001-2009- present, Assistant to Associate Professor, Barnard College

1998-2001, Assistant Professor, New York University

Overseas Experience: Germany, India:

Languages: Kannada (5), Marathi (4), Hindi (3), French (2)

Percentage of time spent on research and teaching on South Asia: 100%

Courses taught: History of South Asia II: Empire and its Aftermath; Law and Lawlessness in South Asia;

Topics in South Asian History: Caste and Gender; Problems in South Asian Theory and History

Research and Teaching Specialization: Western India 1818-2009; gender and sexuality; intellectual history; historical anthropology of South Asia; comparative urbanism

Recent Publications:

Caste, Gender, and the Imagination of Equality, New Delhi: Women Unlimited, 2018

“Anticaste Thought and Conceptual De-Provincialization: A Genealogy of Ambedkar’s *Dalit*,” in *Postcolonial Horizons*. Eds. Gary Wilder and Jini Kim Watson. Fordham University Press, 2018.

Word and the World: Dalit Aesthetics as a Critique of Everyday Life,” *Journal of Postcolonial Literature*, Vol. 53. Nos. 1-2, 2017.

“Ambedkar and Indian Democracy,” in ed. Sekhar Bandhyopadhyaya, *Decolonization and Politics of Transition in South Asia*. Hyderabad: Orient Blackswan, 2016

Editor, “*Insurgent Thought*,” Special Issue, *Comparative Studies in South Asia, Africa, and the Middle East*, Vol. 34, No. 1, 2014

“Revisiting Interwar Thought: Stigma, Labor, and the Immanence of Caste-Class,” in ed. Cosimo Zene, *The Political Philosophies of Antonio Gramsci and B. R. Ambedkar: Subalterns and Dalits*.

Routledge, 2014.

Crime Through Time, co-edited with Saurabh Dube. *Themes in Indian History Series*. Oxford University Press, 2013

Theses Supervised in past five years: MA (4), PhD (3)

Tyler Richard (full-time non-tenured, as of Fall 2018)

Lecturer, Department of Middle Eastern, South Asian, and African Studies

Education: 2014 AB, 2018 AM, 2020 (expected) Ph.D., Harvard University

Academic Experience:

2018- present, Lecturer, Columbia University

2016- 2018, Senior Research Associate, Harvard University (Instructor, undergraduate seminar)

2016-2018, Language Lecturer in Sanskrit and Tamil

Overseas Experience: India

Language(s): Sanskrit (5), Tamil (5), Spanish (5), French (4), German (3), Ancient Greek (3)

Language Pedagogy Training: unknown

Percentage of time spent on research and teaching on South Asia: 100%

Courses taught: Elementary and Intermediate Sanskrit I and II, Elementary and Intermediate Tamil I and II

Research and Teaching Specialization:

Sanskrit and Tamil literature and literary cultures, comparative poetics, and philosophy of language.

Recent Publications: none

Theses Supervised in past five years: none

Appendix 5 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Sandeep Singh (part-time non-tenured)

Lecturer in Punjabi, Language Resource Center

Education: 1995 BA, Khalsa College, India; 1997 MA, Punjabi University; 2001 PhD, Punjabi University

Academic Experience: 2013- present, Lecturer in Punjabi, SUNY Old Westbury

2004- 2012, Lecturer in Punjabi, Hofstra University

2003-present, Lecturer in Punjabi, Columbia

1998-99, Lecturer, Patel Memorial National College, India

Professional Experience: 2004 – present, Translator, The Sikh Coalition

2009- present, Court Interpreter (Certified for Punjabi, Hindi, Urdu), State of New York-

Unified Court System, New York

Overseas Experience: India (1998-2002)

Language(s): Punjabi (5), Hindi (5), Urdu (4)

Language Pedagogy Training: SAI and LRC workshops, 2010-18 (See I. Outreach and G. Language Sections)

Percentage of time spent on research and teaching on South Asia: 100%

Courses taught: Elementary, Intermediate, and Supervised Readings in Punjabi

Research and Teaching Specialization: Punjabi language, literature and theater

Recent Publications:

Balwant Gargi De Natka Da Rangmanchi Paripekh, Chetna Parkashan, India, 2017.

Punjabi, Conversational: Learn to Speak and Understand Punjabi with Pimsleur Language Programs.

Simon & Schuster, 2012 and 2016.

“Balwant gargi de Natkan da Rangmanchi Adhyan,” *Research General*, Punjabi University, Patiala, India, 2002.

Theses Supervised in past five years: none

Kavita Sivaramakrishnan (tenured) Associate Professor,

Department of Sociomedical Sciences, Mailman School of Public Health; and Department of History

Education: 1990 BA, St. Stephens College, University of Delhi; 1992 BA, Trinity College, Cambridge University;

2004 PhD, Jawaharlal Nehru University.

Academic Experience: 2010-2017-Present, Assistant to Associate Professor, Mailman School of Public Health

2008-2010 David Bell Research Fellow, Center for Population and Development Studies,

Harvard University

Overseas Experience: China, India

Language(s): Hindi (4) Tamil (4), French (4), Punjabi (2)

Percentage of Time spent on research and teaching on South Asia: 50%

Courses taught: The Global Politics of Aging: Historical & Policy Perspectives

Research and Teaching Specialization: Philosophy

Areas of Expertise: Aging and Elderly, Global Health, History of Public Health, Infectious Disease,

Cultural Politics of Aging in South Asia

Publications:

As the World Ages. Harvard University Press, 2018.

“Aging and dependence in an independent Indian nation: Migrant families, workers and social experts”

Journal of Social History, 2014.

With Kumar, S; Calvo, R.; Avendano, M.; Berkman, L. F. “Social Support, Volunteering and Health around the World: Cross-National Evidence from 139 Countries” *Social Science and Medicine*, 2012

“The Return of Epidemics and the Politics of Global-Local Health” *The American Journal of Public Health*, 2011

With Ax, Brimnes, Jensen and Oslund. “Recasting Disease and Its Environment: Indigenous Medical Practitioners, the Plague, and Politics” in *Colonial India, Cultivating the Colonies: Colonial States and their Environmental Legacies*, Ohio University Press, 2011

Theses Supervised in past five years: unknown

Appendix 5 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Gayatri Chakravorty Spivak (tenured)

University Professor in the Humanities

Education: 1959 BA, University of Calcutta; 1962 MA, 1967 PhD, Cornell University

Academic Experience: 2007-present, University Professor, Columbia

2003-2007, Director, Institute for Comparative Literature and Society, Columbia

1991-2007, Avalon Foundation Professor in the Humanities, Columbia

1986-91, Andrew W. Mellon Professor of English, University of Pittsburgh

1984-86, Longstreet Professor of English, Emory University

1978-84, Professor, University of Texas at Austin

1975-78, Professor and Chair, Department of Comparative Literature, University of Iowa

1966-74, Assistant to Associate Professor, University of Iowa

Overseas Experience: Australia, Germany, France, India, Italy, Hong Kong, Japan, Saudi Arabia

Language(s): Bengali (5), Sanskrit (4), Hindi (3)

Percentage of time spent on research and teaching on South Asia: 25%

Courses taught: Seminar on Postcolonial Theory

Research and Teaching Specialization: 19th- and 20th-century literature; Marxism; feminism; deconstruction; poststructuralism; globalization

Recent Publications:

“Celebrating Bimal Krishna Matilal: A Give and Take.” *The Journal of Speculative Philosophy*, 31, 3, 2017.

New translation, *Of Grammatology* by Jacques Derrida. 40th Anniversary Edition. Johns Hopkins Univ. Press, 2016.

Translation, with Samik Bandyopadhyay. *Bashai Tudu* by Mahasweta Devi. Thema Books, Kolkata, 2016

Readings. Seagull Publications, 2015.

With Sara Harasym. *The Post-Colonial Critic: Interviews, Strategies, Dialogues*. Routledge, 2014.

An Aesthetic Education in the Era of Globalization. Harvard University Press, 2013.

“Reproductive Heteronormativity and Sexual Violence in the Bangladesh War of 1971: A Discussion with Gayatri Chakravorty Spivak.” With Nayanika Mookherjee. *Social Text*, 2012.

Theses Supervised in past five years: MA (1); PhD (1)

Distinctions: 2013, Padma Sri; 2012, Kyoto Prize in Arts and Humanities

Robert Alexander Farrar Thurman (tenured) Jey Tsong Khapa Professor of Indo Tibetan Buddhist Studies,

Department of Religion; Director, Center for Buddhist Studies, Department of Religion

Education: 1968 AB, 1969 AM, 1972 PhD, Harvard University

Academic Experience: 1991- 1995, Chair, Department of Religion

1988-present, Professor, Columbia University

1988-present, Co-founder and President, American Institute of Buddhist Studies, Columbia

1973-88, Assistant to Associate to Full Professor, Amherst College

Professional Experience: 1987- present, Co-founder and President, Tibet House

Overseas Experience: Bhutan, France, India, Japan, Tibet

Language(s): Tibetan (5), French (4), Sanskrit (4), Spanish (3), Chinese (2), German (2), Japanese (2)

Percentage of time spent on research and teaching on South Asia: 75%

Courses taught: Indo-Tibetan Buddhism, Topics in Tibetan Philosophy, Buddhist Texts

Research and Teaching Specialization: Tibet; Tibetan Buddhism; Buddhist India; Buddhism;

History of India and Tibet; Tibetan medicine; history of Buddhism; history of Religion

Recent Publications: Co-authored with Tibetan Doctor Nida Chengtsang, and Eric Rosenbush.,

Tibetan Book of Medicine and Healing. Hay House International, 2018.

Edited with Bo Jiang. *Maitreyañātha, The Sublime Continuum, Asaṅga Commentary, and*

Gyalsap Super Commentary. American Institute of Buddhist Studies/Columbia University Press, 2017.

Co-authored with W. Meyers and M. Burbank. *Man of Peace: The Illustrated Life story of the Dalai Lama of Tibet*. Tibet House US and Hay House International, 2016.

Editor. *Thomas Yarnall (trans.), Tsong Khapa's Great Stages of Mantra Path, Creation Stage Chapter*. American Institute of Buddhist Studies/Columbia University Press, 2014.

Translator with Annotation. *Brilliant Illumination of the Lamp of the Five Stages: Practical*

Instructions in the King of Trantras, The Glorious Esoteric Community by Tsong Khapa

Losang Drakpa. (2 Vol). American Institute of Buddhist Studies, and Columbia Univ. Press, 2011, 2012.

Theses Supervised in past five years: PhD (4)

Appendix 5 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Gauri Viswanathan (tenured) Class of 1933 Professor in the Humanities, Department of English and Comparative Literature; Director, South Asia Institute

Education: 1971 BA, 1973 MA, University of Delhi; 1985 PhD, Columbia University

Academic Experience:

2017-present, Director, South Asia Institute
Winter 2017, Visiting Professor, Central University of Kerala
Summer 2017, Visiting Professor, University of Hyderabad
March 2017, Hurst Visiting Professorship, Washington University, St. Louis
2016-2017, Heyman Center for the Humanities Faculty Fellow, Columbia University
2012-2015, Network partner, Research project on “Enchanted Modernities: Theosophy, Modernism, and the Arts,” funded by the Leverhulme Trust, UK.
May 2012, Andrew W. Mellon Visiting Scholar, University of Cape Town, Cape Town, South Africa
Jan.-Feb. 2011, Distinguished Visiting Professor, University of Delhi
2011- present, Co-editor, *South Asia Across the Disciplines*. Book series published jointly by Columbia University Press, University of Chicago Press, and University of California Press
March-May 2008, Affiliated Fellow, American Academy in Rome
Spring 2006, Beckman Visiting Professor, University of California at Berkeley
2000-03, Director, Southern Asian Institute, Columbia
1989- present, Assistant, Associate, to Full Professor, Columbia

Overseas Experience: China, India, Italy, Netherlands, South Africa

Language(s): Tamil (5), Hindi (4)

Percentage of time spent on research and teaching on South Asia: 100%

Courses taught: Literature of Empire; Theory, Religion, and Culture; The Thirties; Varieties of Enchantment; Indian Writing in English; Literature of Lost Lands

Research and Teaching Specialization: 19th–early 20th Century Education, Religion, Culture in India

Recent Publications:

“In Search of Madame Blavatsky: Reading the Exoteric, Retrieving the Esoteric,” *Representations*, 2018.
“Rough Passages: Magical Mathematics and Modernity,” *Ex-Communicated: International Society for Heresy Studies*, vol. 3, no. 2, 2017.
“*Isis Unveiled*: An Introduction.” In *Religious Dynamics under the Impact of Imperialism and Colonialism: A Sourcebook*. Edited by Hans-Martin Kraemer et al, Brill, 2016.
“Locations of Theosophy.” *Journal of Religion in Europe* 8, 2015.
“Legacies: Intention and Method.” *University of Toronto Quarterly*, vol. 83, no. 1, 2014.
“Religion and the Imagination: Salman Rushdie and Gauri Viswanathan.” In Stepan, Al and Charles Taylor, eds. *Boundaries of Toleration*. Columbia University Press, 2014.
“Have Animals Souls?: Theosophy and the Suffering Body.” *PMLA*, 2011.
“Secularism and Heterodoxy.” In by Cady, Linell E. and Elizabeth Shakman Hurd, Eds, *Comparative Secularisms in a Global Age*. Palgrave Macmillan, 2010.
Masks of Conquest: Literary Study and British Rule in India. New York: Columbia University Press, 1989; London: Faber and Faber, 1990; rpt. Oxford University Press, 1998. 25th anniversary edition, with new preface, Columbia University Press, November 2014.
Outside the Fold: Conversion, Modernity, and Belief. Princeton: Princeton University Press, 1998
Editor, *Power, Politics, and Culture: Interviews with Edward W. Said*. New York: Pantheon, 2001; Vintage, 2002. Chinese, Japanese, Mandarin translations.
Guest editor, Special journal issue on “Institutionalizing English Studies: The Postcolonial/Postindependence Challenge.” *ARIEL: A Review of International English Literature* 31, nos. 1-2, 2000.

Theses Supervised in past five years: BA (4), MA (7), MPhil (4), PhD (7)

Distinctions:

2017-2018 Mark Van Doren Prize for Distinguished Teaching, awarded by the Columbia College Student Council
1999-2000 Book Prizes for *Outside the Fold: Conversion, Modernity, and Belief*: Harry Levin Prize, awarded by the American Comparative Literature Association (1999); James Russell Lowell Prize, awarded by the Modern Language Association of America (1999); Ananda K. Coomaraswamy Prize, awarded by the Association for Asian Studies (2000).
1900-1991, John Simon Guggenheim Memorial Fellowship

Appendix 5 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Thomas Yarnall, Adjunct Assistant Professor, Department of Religion

Education: BA 1983 Amherst; MA 1995, 2003 PhD Columbia University

Academic Experience:

2004-2007 and 2010-present, Adjunct Assistant Professor, Columbia University

2003, Instructor in Sanskrit, Columbia University

2000-2003, Instructor in Religion, Columbia University

1996-1998, Instructor in Classical Tibetan, Columbia University

Professional Experience:

2003–present, Executive Editor, *Treasury of the Buddhist Sciences* Series and the *Treasury of the Indic Sciences* Series, co-published by the Columbia University Center for Buddhist Studies, the American Institute of Buddhist Studies, and Columbia University Press

Overseas Experience: India, Tibet

Language(s): Classical Tibetan (4), Sanskrit (4)

Percentage of time spent on research and teaching on South Asia: 100%

Courses taught: Indo-Tibetan Buddhism; Indo-Tibetan Buddhist Philosophy; Buddhist Ethics; Buddhist Texts

Research specialization: Indo-Tibetan Buddhism and Philosophy; Mādhyamika philosophy, Buddhist ethics

Publications:

Great Treatise on the Stages of Mantra (Sngags rim chen mo) Chapters XI–XII, The Creation Stage. Translation and essay. Columbia Center for Buddhist Studies, 2013.

Theses Supervised in past five years: none

S. Akbar Zaidi (Full-time, non-tenured)

Professor, Department of Middle Eastern, South Asian and African Studies, and Acting MA Coordinator, Program in South Asia Studies

Education: BSc 1980, MSc 1982, Univ. of London; 1993 MPhil, 2009 PhD, Cambridge University

Academic Experience:

2018 – 2020, Acting MA Coordinator, Program in South Asia Studies, Columbia

2010-present Professor, Columbia University

2004-05, Visiting Professor, Johns Hopkins University

2002-03, Research Fellow, Institute for the Advanced Study of India (New Delhi)

1998, Visiting Scholar, Oxford University

1983 – 1996, Associate Professor, Senior Research Economist, University of Karachi

Overseas Experience: India, Pakistan, UK

Language(s): Urdu (5), Persian (2)

Percentage of time spent on research and teaching on South Asia: 100%

Courses taught: Political Economy of Pakistan; Political Economy of South Asia; History of Pakistan; 19th century Indian Muslims

Research and Teaching Specialization: Political Economy; Governance; Institutions; Macroeconomics; Debt and Public Policy; Local Government and the Social Sectors

Recent Publications:

Co-authored with Saba Aslam and Farheen Ghaffar. *Misperceptions about India-Pakistan Trade: Beyond Politics.* United States Institute of Peace, Washington, DC, June 2017.

“Circuits of Knowledge: Learning from the Pakistani diaspora and teaching them in return.” In Rashid Amjad (editor), *The Pakistani Diaspora: Corridors of Opportunity and Uncertainty*, Lahore School of Economics Press, 2017.

Issues in Pakistan's Economy: A Political Economy Perspective. Third Revised Edition. Oxford University Press, 2015..

“Different Governments, same Problems: Pakistan’s Economy 1999-2013.” On Bhumitra Chakma (editor), *South Asia in Transition: Democracy, Political Economy and Security*, Palgrave Macmillan, 2014.

“Rethinking Pakistan’s Political Economy: Class, State, Power and Transition.” *Economic and Political Weekly*, Vol 49, No. 5, 2014.

“Writing Partial Truths: Orality, Print, Myth, and Identities,” in Freitag, Gilmartin, and Sanyal, (eds.) *Muslim Voices: Community and the Self in South Asia*. Yoda Press (India), 2013.

‘Influencing from Afar: The Role of Pakistani Diaspora in Public Policy and Development in Pakistan’, in Yong and Rahman (eds.), *Diaspora Engagement and Development in South Asia*, Palgrave Macmillan, 2013.

Theses Supervised in past five years: MA (6)

Appendix 5 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

South Asia Institute Executive Committee, 2017-20

(See individual Faculty Bios)

Akeel Bilgrami (Sidney Morgenbesser Professor of Philosophy, Philosophy Department)

Partha Chatterjee (Anthropology and MESAAS)

Vishakha Desai (Professor of Professional Practice, School of International and Public Affairs; Special Advisor for Global Affairs to the President of Columbia University)

Katherine Pratt Ewing (Professor, Religion Department; MA Coordinator, South Asia Studies; Director, Institute for Religion, Culture, and Public Life)

Jack Hawley (Claire Tow Professor, Department of Religion, Barnard College)

Sudipta Kaviraj (Professor, Indian Politics and Intellectual History, MESAAS)

David Madigan (Executive Vice President for Arts and Sciences and Professor, Department of Statistics (ex officio))

Debashree Mukherjee (Assistant Professor, MESAAS)

Kavita Sivaramakrishnan (Assistant Professor, Sociomedical Sciences, Mailman School of Public Health)

Gauri Viswanathan (Class of 1933 Professor in the Humanities, Department of English and Comparative Literature; Director, South Asia Institute, GSAS (ex officio))

Appendix 5 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Administration and Staff, Columbia University

Ravina Aggarwal, Director, Mumbai Global Center

Education: BA 1984 St.Xavier's College, MA 1986 Mumbai University; 1994 PhD Indiana University

Academic Experience:

2015- present, Director, Mumbai Global Center, Columbia University

2004 – 2006, Chair, Department of Anthropology, Smith College

1994 – 2007 Assistant to Associate Professor (tenured 2002), Department of Anthropology, and Women's Studies Program, Smith College

Professional Experience:

2007 – 2015, Program Officer, Ford Foundation, New Delhi office

Overseas Experience: India

Language(s): Hindi (5), Tibetan, Ladakhi dialect (3), Punjabi (3), Marathi (2)

Research specialization: Himalayan region of Ladakh, anthropology, nationalism, peace-building, cultural studies, gender, and sustainable development.

Publications:

"Preface." *Beyond Exclusion: The Practice of Equal Education Access in Indian Higher Education*. Edited by Satish Deshpande and Usha Zacharias. Routledge India, 2013.

"Preface." *Jashn-e-Khusrau: A Collection*. Aga Khan Trust for Culture. Roli Books India, 2012.

Co-authored with Mona Bhan. "Disarming Violence: Development, Democracy, and Security on the Borders of India." *The Journal of Asian Studies*, Vol. 68, No. 2, 2009.

Beyond Lines of Control: Performance and Politics on the Disputed Borders of Ladakh, India. Duke University Press, 2004.

Editor and Translator. *Forsaking Paradise* by Ghani Abdul Sheikh. Katha, 2003

Editor. *Into the High Ranges: The Penguin Anthology of Mountain Writing*. Penguin, 2002.

Translator and Editor. *Forsaking Paradise: Stories from Ladakh* by Abdul Ghani Sheikh. Katha Press, 2001

"At the Margins of Death: Ritual Space and the Politics of Location in an Indo-Himalayan Border Village."

American Ethnologist, Vol. 28, No. 3, 2001.

William Carrick (full-time)

Associate Director and Outreach Coordinator, South Asia Institute

Education: BA 1995, MA 2000, New York University

Professional Experience:

2013- present, Associate Director and Outreach Coordinator, South Asia Institute

2008- 2013 Assistant Director and Outreach Coordinator, South Asia Institute

2002- 2007, Program Coordinator, National Resource Center for Middle Eastern Studies, Hagop Kevorkian Center, New York University

1992- 2002, Administrative Assistant, National Resource Center for Middle Eastern Studies, Hagop Kevorkian Center, New York University

Language(s): German (1), Spanish (1)

Katherine Pratt Ewing M.A. Coordinator, Program in South Asia Studies – See Faculty Bio.

Annapurna Potluri (full-time)

Administrative Assistant, South Asia Institute

Education: BA 2001, New York University; MPhil 2004 Cambridge University

Professional Experience:

2009- present, Administrative Assistant, South Asia Institute

2006-09, Assistant to Associate Dean, Barnard College

Language(s): Italian (3), Spanish (3), Telugu (3), French (2), Sanskrit (1), German (1)

Appendix 5 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Nithya Thiru (part-time) Program Assistant, South Asia Institute

Education: BA 2014, University of Alaska, Anchorage; MPA expected 2019, School of International and Public Affairs, Columbia University

Academic Experience:

2016 Substitute Teacher, Anchorage School District, Alaska

2012-2014 and 2016-2017, Teaching Assistant, Women's Studies Program

Professional Experience:

2016-2017, Communication Specialist, Spirit of Youth, Anchorage, Alaska

2015 LankaCorps Fellow, Asia Foundation, Colombo, Sri Lanka

Overseas Experience: Sri Lanka

Language(s): Sinhala (2), Spanish (2)

Melissa Turoff (part-time) Outreach Associate, South Asia Institute

Education: BA 2003, Vassar College; MA 2012, PhD candidate 2012- present, University of California, Berkeley

Academic Experience:

2018 – present, Visiting Professor, History Department, Rutgers University

2016 – present, Adjunct Assistant Professor, New York University

2016 – present, Adjunct Assistant Professor, LaGuardia Community College

2016-present, Outreach Associate, Columbia University

2012-2013, Graduate Student Instructor and Lecturer, University of California, Berkeley

Overseas Experience: India, UK

Language(s): Italian (5), Latin (4), Hindi (1), Urdu (1)

Percentage of time spent on research and teaching on South Asia: 50%

Courses taught: World History 1: Ancient times to 1500; World History 2: From 1500 to the Present. (Note: co-taught with Prof. Robin Kietlinski at LaGuardia Community College, CUNY.)

Research and Teaching Specialization: Modern Britain and the British Empire, Modern South Asia, Comparative Imperial History, Postcolonial Theory and Studies, History of Science, Museum Studies, Material Culture Studies, Urbanism and the Heritage Industry

Recent Publications:

Co-authored with James Vernon. "Once an Empire." *The History Workshop Journal* 74, no. 1, 2012.

Gauri Viswanathan, Director, South Asia Institute – See Faculty Bio.

S. Akbar Zaidi Acting M.A. Coordinator (Fall 2018 through end of Spring 2020), Program in South Asia Studies – See Faculty Bio

Appendix 5 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Columbia University Libraries

Gary Hausman (Full-time)

Librarian, South and Southeast Asia Collection, Columbia University Libraries

Education: 1979 BA Chicago; 1982 MA Virginia, 1996 PhD Michigan, 2007 MS, Information Science, North Carolina at Chapel Hill

Professional Experience:

2013- present,	South & Southeast Asian Studies Librarian, Columbia University Libraries
2012 – present	CONSALD Website Task Force, Technical Team, Committee on South Asian Libraries and Documentation website
2010 – 2013	South Asia Librarian, Firestone Library, Princeton University
2009 – 2010	Collection Services Assistant/Cataloger, Princeton Theological Seminary
2007 – 2009	Scan Center Operator, Internet Archive, Rare Book Collections, University of North Carolina, Chapel Hill, Project Manager, Open Source Risk Management, Durham, NC

Language(s): Tamil (4), French (4), Spanish (4), Hindi (3), Malayalam (3), Sanskrit (3), Urdu (2)

Professional Affiliations:

American Anthropological Association
American Library Association
Association for Asian Studies
Association of College & Research Libraries (ALA subdivision)
History of Science Society
Society for Cultural Anthropology (AAA subdivision)
Society for Social Studies of Science
Society for the History of Technology

Appendix 5 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Evaluation partner

Center for Evaluation and Education Policy at Indiana University

Patricia Muller, Executive Associate Director and Director of Research and Evaluation, Center for Evaluation & Education Policy (CEEP) at Indiana University, (non-tenured)

Education: BS 1990, State University of New York; MS 1992), Ph.D. 1999, Indiana University

Professional experience: Associate Director & Senior Research Scientist, CEEP

Senior Statistician & Analyst, Synergy Enterprises, Inc.

Associate Director, Indiana Center for Evaluation, Indiana University

Adjunct Lecturer, School of Education, Indiana University

Senior Research Associate, Indiana Center for Evaluation, Indiana University

Overseas experience: People's Republic of China, France, Finland, United Kingdom

Language(s): Spanish (2)

Research specialization: Application of social science research methodology to critical research and evaluation studies, using advanced statistical analyses (e.g., hierarchical linear modeling or HLM) and in-depth qualitative case study methodology

Recent publications: Muller, P., Ruddy, A.M., Moss, M. Williams, A. "Inter-organizational collaboration in operations assessment." In Williams, A., et.al. (Eds.), *Innovation in Operations Assessment: Recent Developments in Measuring Progress in Conflict Environments*. North Atlantic Treaty Organization, 2013.

Muller, P., McCormick, K., Ramos, F. *The Impact and Effectiveness of the Pacific Institutes PX2 Program on High School Students*. Center for Evaluation and Education Policy, 2012.

Distinctions: Principal investigator and project director for more than \$12 million in funded research and evaluation contracts and grants. Principal investigator for the evaluation of four Title VI National Resource and Area Studies Center programs at Harvard University; development and implementation of the evaluations of Indiana University's Title VI programs across the past eight years. Developing a theoretical framework for joint evaluation (collaboration) for the North Atlantic Treaty Organization (NATO)

Anne-Maree Ruddy, Director for Education Policy & Senior Research Associate (full-time)

Center for Evaluation and Education Policy, Indiana University, Bloomington

Education: 1990 BA, Edith Cowan University (Australia); 1996 M. Education, University of Western Australia, 2008 PhD Murdoch University (Australia)

Professional Experience: 2014-Present, Director for Education Policy

2008-Present Research Associate, Center for Evaluation and Education Policy

2005-2007 Research Assistant, Office of Vice Chancellor for Academic Affairs,
Indiana University, Bloomington

1993-2000 Senior Teacher/Administrator, Corpus Christi College (8-12 school), Perth, Australia

1990-1992 Teacher/Administrator, La Salle College (8-12), Perth, Australia

Overseas experience: Australia, France, Finland, Ireland, Netherlands

Language(s): French (2)

Research specialization: Designed and implemented protocol and methodology for individual centers and programs including web-based surveys of key stakeholder groups for each of the programs and authored program and center specific reports for each center as well as institutional aggregate reports

Recent publications: Cierniak, K. and Ruddy, A.M. Partnering for new possibilities: The development of a global learning certificate. In Raby, R. and Valeu, E., *International Education at Community Colleges: From Optional to Integral*. Palgrave Macmillan, 2016.

Muller, P., Ruddy, A.M., Moss, M. Williams, A. "Inter-organizational collaboration in operations assessment." In Williams, A., et.al. (Eds.), *Innovation in Operations Assessment: Recent Developments in Measuring Progress in Conflict Environments*. North Atlantic Treaty Organization (NATO), 2013.

Ruddy, A.M., Prusinski, .., "Professional development in school improvement: The case of Indiana " *Journal of School Leadership*, Rowman & Littlefield, 2012.

Distinctions: Principal Investigator and project director for numerous large-scale CEEP evaluation projects, including the evaluation of approximately twenty Title VI National Resource and Area Studies Centers at Georgetown, Harvard, Columbia and Indiana Universities. Served as Advisory Board member to US Department of Education postsecondary office providing consultation on a survey administered to students who have completed FLAS programs.

Appendix 5 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Fiorella La Guardia Community College, CUNY Minority-Serving Institutions Project partner

Robin Kietlinski (tenured)

Associate Professor of History, LaGuardia Community College, CUNY

Education: 2001 BA University of Chicago; 2004 MA University of Pennsylvania; 2008 PhD University of Pennsylvania

Academic Experience:

2012- 2015 – present, Assistant to Associate Professor of History

City University of New York, LaGuardia Community College

2010-2102, Adjunct Assistant Professor of History,

City University of New York – Baruch College

2008-2009, Visiting Assistant Professor of History, Fordham University

Overseas experience: Japan

Language proficiency: Japanese (4), Spanish (2)

Research and Teaching specialization: Modern Japan; Global History; Sports and Olympic History; Environmental Studies; Gender and Women's Studies; Interdisciplinary Scholarship and Area Studies Programs

Recent publications:

"The Olympic Games: Showcases of Internationalism and Modernity in Asia." *Cross-Currents: East Asian History and Culture Review*. No. 24, 2017. URL: <https://cross-currents.berkeley.edu/e-journal/issue-24/kietlinski>

"Japan in the Olympics, The Olympics in Japan." *Education about Asia*, Vol. 21, No. 2, 2016

URL: <http://aas2.asian-studies.org/EAA/EAA-Archives/21/2/1425.pdf>

"Sports, Motherhood, and the Female Body in Contemporary Japan." *The Asia-Pacific Journal*, Vol. 11, Issue 27, No. 1, 2014. URL: <http://apjif.org/2014/11/27/Robin-Kietlinski/4144/article.html>

Japanese Women and Sport: Beyond Baseball and Sumo. Bloomsbury Academic Press, 2012.

"Bounded Thought: Area Studies and the Fluidity of Academic Disciplines." *Japan Studies Review*, Volume 12, 2008.

Appendix 5 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Position Description – search in progress

Postdoctoral Research Scholar Opportunity

Columbia University: The Institute for Religion, Culture and Public Life

Requisition Number: 0008598

Field(s) of Specialization: Religion and Public Life

Position Title: Postdoctoral Research Scholar

Summary Description: The Institute for Religion, Culture, and Public Life at Columbia University invites applications for postdoctoral research scholars for a period of three academic years beginning on September 1, 2018. The Institute plans to make two appointments (pending funding), with one position focused on Africa and the other on South Asia. The yearly renewal of the position(s) is contingent upon funding and performance. The postdoctoral research scholar(s) will actively participate in the intellectual development and program activities related to the project "Rethinking Public Religion in Africa and South Asia." The project envisions a partnership between IRCPL, the Institute for African Studies, and the South Asia Institute for research, programming, and coursework on the changing dynamics of interactions among religious communities in the modern world, considering the ways in which religion becomes public through diverse forms of encounter, with a focus on interregional differences and flows across South Asia and Africa.

The Institute is seeking outstanding applicants with demonstrated excellence in research, writing, and teaching in relation to Africa and/or South Asia. Topical expertise should include knowledge of one or more religious tradition, but might also include a focus on secularism, media, space, or the body. The postdoctoral research scholar(s) will be expected to conduct his or her own research, teach classes (no more than one per semester), and actively participate in the planning of program activities for the Rethinking Public Religion in Africa and South Asia project. The courses may be cross-listed in the Department of Religion and the Institute for African Studies or the South Asia Institute, as relevant to expertise. In addition, at least one course in the three-year fellowship may involve a one-week international field trip with students.

School/Institute/Unit: Arts and Sciences

Minimum Degree Required: Ph.D.

Minimum Qualifications: All applicants **MUST** meet these minimum qualifications to be considered for the position. PhD in religious studies, anthropology, history, or a related discipline is required. The degree must have been awarded between 08-31-2016 and 08-31-2018.

Additional Information: This is a full time salaried position with benefits. Review of applications will begin on April 23, 2018 and will continue until the position is filled.

Posting Date: 03-13-2018

Closing Date: Open Until Filled

Special

Appendix 6 - Course Listings, 2016-17-18-19

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings					
								2016-17		2017-18		2018 -19	
								UG	G	UG	G		
	Languages												
BENG1101W	Elementary Bengali I <i>An introduction to Bengali, including grammar practice, and listening, speaking, reading, writing proficiency using ACTFL guidelines and authentic materials.</i>	100	Bhattacharjya	F	4	4		10	3	8	2	X	
BENG1102W	Elementary Bengali II <i>An introduction to Bengali, including grammar practice, and listening, speaking, reading, writing proficiency using ACTFL guidelines and authentic materials.</i>	100	Bhattacharjya	S	4	4		7	3	5	-	X	
BENG1201W	Intermediate Bengali I <i>Development of listening, speaking reading, writing, vocabulary and grammar skills, and knowledge of Bengali society and culture using a variety of authentic materials.</i>	100	Bhattacharjya	F	4	4		3	0	3	0	X	
BENG1202W	Intermediate Bengali II <i>Development of listening, speaking reading, writing, vocabulary and grammar skills, and knowledge of Bengali society and culture using a a variety of authentic materials.</i>	100	Bhattacharjya	S	4	4		4	2	3	-	X	
MDES1608W	Hindi for Heritage Speakers I (Intensive Elementary) <i>Accelerated course for students of South Asian origin who possess basic Hindi vocabulary, limited speaking and listening skills. It begins with an introduction to the Devanagari Script which enables students to acquire basic reading and writing skills. Students are introduced to a variety of materials, including literature, newspapers, folk tales, jokes, magazine articles, films, songs, commercials, and other kinds of audio-visual</i>	100		F	5	5							

Appendix 6 - Course Listings, 2016-17-18-19

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2016-17		2017-18		2018 -19
								UG	G	UG	G	
	<i>materials. These texts are related with language functions in daily personal and social life situations. It focuses on vocabulary enrichment by exposing students to a variety of cultural topics and focus on developing knowledge of the basic grammar of Hindi.</i>											
	Section 001		Ranjan					12	-	12	1	X
	Section 002		Ranjan					6	3	5	-	X
MDES1609W	Hindi for Heritage Speakers II (Intermediate) Accelerated course for students of South Asian origin who are able to converse on familiar topics such as: self, family, likes, dislikes and immediate surroundings. Focus on knowledge of grammar and vocabulary enrichment in a variety of cultural and social topics related to aspects of daily life; and formal and informal registers. Students learn to read and discuss simple texts and write about a variety of everyday topics.	100		F	5	5						
	Section 001		Rajpurohit					12	-	11	1	X
	Section 002		Rajpurohit					7	1	5	-	X
MDES1608W	Urdu for Heritage Speakers I (Intensive Elementary) Accelerated course for students of South Asian origin who possess basic Urdu vocabulary, limited speaking and listening skills. Introduction to the Urdu Script to acquire basic reading and writing skills. Introduction to a variety of materials, including literature, newspapers, folk tales, jokes, magazine articles, films, songs, commercials, and other kinds of audio-visual materials. Texts are related with language functions in daily	100	Ahmad	F	5	5		6	2	15	1	X

Appendix 6 - Course Listings, 2016-17-18-19

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2016-17		2017-18		2018 -19
								UG	G	UG	G	
	<i>personal and social life situations. Focuses on vocabulary enrichment by exposing students to a variety of cultural topics and on developing knowledge of the basic grammar of Urdu.</i>											
MDES1609W	Urdu for Heritage Speakers II (Intensive Intermediate) Accelerated course for students of South Asian origin who already possess a knowledge of basic vocabulary and limited speaking and listening skills in Urdu. Focus on knowledge of grammar and vocabulary enrichment in a variety of cultural and social topics related to aspects of daily life; and formal and informal registers. Students learn to read and discuss simple texts and write about a variety of everyday topics.	100	Ahmad	F	5	5		6	0	8	-	X
MDES1610W	Elementary Hindi-Urdu I An introduction to Hindi and Urdu. Along with grammar study, the course offers practice in listening, speaking, reading, writing. Introduces Hindi Devanagari and Urdu Nastalique scripts. students are introduced to a variety of materials, including literature, newspapers, folk tales, jokes, magazine articles, films, songs, commercials, and other kinds of audio-visual materials. These texts are related with language functions in daily personal and social life situations.	100		F	5	5						
	Section 001		Ranjan					6	-	5	2	X
	Section 002		Rajpurohit					8	2	10	-	X
MDES1611W	Elementary Hindi-Urdu II Develops Hindi and Urdu grammar and proficiency in listening, speaking, reading, and	100		S	5	5						

Appendix 6 - Course Listings, 2016-17-18-19

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2016-17		2017-18		2018 -19
								UG	G	UG	G	
	<i>writing. Practice in both Devanagari and Nastalique scripts. students are introduced to a variety of materials, including literature, newspapers, folk tales, jokes, magazine articles, films, songs, commercials, and other kinds of audio-visual materials. These texts are related with language functions in daily personal and social life situations.</i>											
	Section 001		Ranjan					8	-	7	1	X
	Section 002		Ranjan					6	1	3	-	X
MDES1610S	Elementary Hindi-Urdu I (see above)	100	Ranjan	Sum	5	5		3	2	-	-	-
MDES1611S	Elementary Hindi-Urdu II (see above)	100	Ranjan	Sum	5	5		3	2	-	-	-
MDES1612W	Intermediate Hindi-Urdu I <i>Uses ACTFL proficiency guidelines, classes offers Hindi and Urdu at alternate two week intervals. The course continues development of listening, speaking reading, writing, vocabulary and grammar skills along with broadening students' knowledge base of the society and culture of the target language. Uses a variety of authentic materials, including literature, newspapers, folk tales, jokes, magazine articles, films, songs, commercials, etc .Students initiate, sustain, and close general conversations and uncomplicated communications in personal and social situations, and write letters and short compositions.</i>	100		F	5	5		10	1	7	2	X
MDES1613W	Intermediate Hindi-Urdu II <i>Uses ACTFL proficiency guidelines, classes offers Hindi and Urdu at alternate two week intervals. The course continues development of listening, speaking reading, writing, vocabulary</i>	100		S	5	5		10	0	4	2	X

Appendix 6 - Course Listings, 2016-17-18-19

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2016-17		2017-18		2018 -19
								UG	G	UG	G	
	<i>and grammar skills along with broadening students' knowledge base of the society and culture of the target language. Uses a variety of authentic materials, including literature, newspapers, folk tales, jokes, magazine articles, films, songs, commercials, etc .Students initiate, sustain, and close general conversations and uncomplicated communications in personal and social situations, and write letters and short compositions.</i>											
MDES1614W	Advanced Hindi-Urdu I <i>The objective of the course is to read and comprehend authentic materials like literature and newspapers/magazines articles and discuss them in the class. Students will watch movies. TV shows, interviews and debates to gather the main issues/thoughts to discuss in the class. Students should be able to recognize and use formal and informal registers of Hindi and Urdu in appropriate situations. There will be written assignments for all the topics discussed.</i>	100	Ranjan	F				7	3	7	2	X
MDES1615W	Advanced Hindi-Urdu II <i>The objective of the course is to read and comprehend authentic materials like literature and newspapers/magazines articles and discuss them in the class. Students will watch movies. TV shows, interviews and debates to gather the main issues/thoughts to discuss in the class. Students should be able to recognize and use formal and informal registers of Hindi and Urdu in appropriate situations. There will be written assignments for all the topics discussed.</i>	100	Ranjan	S				0	2	-	1	X

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Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2016-17		2017-18		2018 -19
								UG	G	UG	G	
MDES4610W	Readings in Hindi Literature I <i>Conducted in Hindi. Includes reading and discussion of selected literary, social science, historical, and/or journalistic texts. Content changes each term.</i>	100	Busch/ Rajpurohit	F	4	4		-	1	1	2	X
MDES4611W	Readings in Hindi Literature II <i>Conducted in Hindi. Includes reading and discussion of selected literary, social science, historical, and/or journalistic texts. Content changes each term.</i>	100	Busch/ Rajpurohit	S	4	4		-	1	3	2	X
MDES4614W	Hindi Language Pedagogy <i>Prepares advanced proficiency students to teach Hindi and engage critically with current pedagogical practice and key issues. Student-centered learning, task-based learning, use of technology, working with different categories of learners across all levels. Review of existing textbooks and web resources, lesson plan preparation, curriculum design.</i>	100	Ranjan	S	4	4		-	6	-	-	-
MDES4635W	Readings in Urdu Literature I <i>Conducted in Urdu. Includes reading and discussion of selected literary, social science, historical, and/or journalistic texts. Content changes each term.</i>	100	Ahmad	F	4	4		2	3	6	1	X
MDES4636W	Readings in Urdu Literature II <i>Conducted in Urdu. Includes reading and discussion of selected literary, social science, historical, and/or journalistic texts. Content changes each term.</i>	100	Ahmad	S	4	4		3	6	8	1	X
MDES1710W	Elementary Persian I <i>Using a proficiency based approach, Elementary courses focus equally on the</i>	100	Honarmand	F	4	5		13	9	16	6	X

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Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2016-17		2017-18		2018 -19
								UG	G	UG	G	
	<i>fundamentals of reading, speaking, writing, and listening. Students use simple structures to initiate conversations about personal circumstances, family, and their studies. They learn the three main registers of the language and appropriate usage which serves as a basis to introduce students to Persian culture and customs.</i>											
MDES1711W	Elementary Persian II <i>Using a proficiency based approach, Elementary courses focus equally on the fundamentals of reading, speaking, writing, and listening. Students use simple structures to initiate conversations about personal circumstances, family, and their studies. They learn the three main registers of the language and appropriate usage which serves as a basis to introduce students to Persian culture and customs.</i>	100	Honarmand	S	4	5		6	8	13	7	X
MDES1712W	Intermediate Persian I <i>Intermediate courses focus on developing reading, speaking, listening comprehension, and writing skills with emphasis on cultural connotations and nuanced aspects of language and idioms. Students initiate and sustain conversations in a wide variety of social contexts and readings from various genres. Students are exposed to modern and classical prose texts and have further opportunity to examine Persian culture and history.</i>	100	Honarmand	F	4	5		5	2	5	8	X
MDES1713W	Intermediate Persian II	100	Honarmand	S	4	5		8	2	5	8	X

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Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2016-17		2017-18		2018 -19
								UG	G	UG	G	
	<i>Intermediate courses focus on developing reading, speaking, listening comprehension, and writing skills with emphasis on cultural connotations and nuanced aspects of language and idioms. Students initiate and sustain conversations in a wide variety of social contexts and readings from various genres. Students are exposed to modern and classical prose texts and have further opportunity to examine Persian culture and history. Review of grammar; practice in spoken and written Persian; Arabic elements in Persian; selected readings on Iranian life and culture; materials from Tajikistan and Afghanistan, in Dari.</i>											
MDES4710W	Advanced Persian I <i>Focuses on literature of the modern and medieval periods, with emphasis on the development of the modern novella and traditional and new forms of poetry. Students are introduced to a wide variety of genres from political and cultural essays and blogs to newspaper translations of the early 20th century. They will be further exposed to ta'rof in a variety of socio-cultural contexts and be expected to use ta'rof in class conversations. Students will be exposed to popular artists and their works and satirical websites for insight into contemporary Iranian culture and politics. Content changes each term.</i>	100	Honarmand	F	4	5		2	2	3	1	X
MDES4711W	Advanced Persian II <i>Focuses on literature of the modern and medieval periods, with emphasis on the</i>	100	Honarmand	S	4	5		1	1	3	-	X

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Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2016-17		2017-18		2018 -19
								UG	G	UG	G	
	<i>development of the modern novella and traditional and new forms of poetry. Students are introduced to a wide variety of genres from political and cultural essays and blogs to newspaper translations of the early 20th century. They will be further exposed to ta'rof in a variety of socio-cultural contexts and be expected to use ta'rof in class conversations. Students will be exposed to popular artists and their works and satirical websites for insight into contemporary Iranian culture and politics. Content changes each term.</i>											
MDES4726GU	Readings in Persian Texts <i>Reading and analyzing Persian language texts, as well as translating them into English. Reading different kinds of paleography, and about various manuscript and print conventions and practices. Translation workshop at the end of the semester, in preparation for a final translation project. Fall 2017 focuses on historical chronicles (tarikh), and their representation of the past. Content varies each semester</i>	100	Kia	F	4	2	-	-	-	1	4	X
PUNJ1101W	Elementary Punjabi I <i>Introduction to Punjabi. Beginning with the study of the Gurmukhi script, and an intensive introduction to study of the speaking, reading, and writing of the language.</i> (Note: Virtual Classroom live-streamed via Shared Course Initiative, to Yale and Cornell – only Columbia enrollment is shown)	100	Singh	F	4	5		7	3	7	3	X

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Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2016-17		2017-18		2018 -19
								UG	G	UG	G	
PUNJ1102W	Elementary Punjabi II <i>Intensive introduction in speaking, reading, and writing using authentic materials.</i> (Note: Virtual Classroom live-streamed via Shared Course Initiative, to Yale and Cornell)	100	Singh	S	4	5		5	1	4	3	X
PUNJ1201W	Intermediate Punjabi I <i>Intensive study and practice in writing, reading, grammar, and oral skills using authentic materials.</i> (Note: Virtual Classroom live-streamed via Shared Course Initiative, to Yale and Cornell. Only Columbia enrollments shown)	100	Singh	F	4	5		1	1	7	1	X
PUNJ1202W	Intermediate Punjabi II <i>Intensive study and practice in writing, reading, grammar and oral skills using authentic materials.</i> (Note: Virtual Classroom live-streamed via Shared Course Initiative, to Yale and Cornell Only Columbia enrollments shown)	100	Singh	S	4	5		1	1	4	-	X
PUNJ3001W	Supervised Readings in Punjabi I <i>Reading and discussion of literary, religious, social science, historical, and/or journalistic texts. Content changes each term. Offered on student demand.</i>	100	Singh	F	1-4 var	5		1	-	-	-	-
PUNJ3002W	Supervised Readings in Punjabi II <i>Reading and discussion of literary, religious, social science, historical, and/or journalistic texts. Content changes each term. Offered on student demand.</i>	100	Singh	S	1-4 var	5		1	-	-	-	-
MDES1401W	Elementary Sanskrit I <i>An introduction to classical Sanskrit. Grammar and reading of texts. While its focus is reading</i>	100	Richard	F	4	4		3	4	2	3	X

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Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2016-17		2017-18		2018 -19
								UG	G	UG	G	
	<i>comprehension, other language skills such as listening comprehension and speaking are emphasized to the extent that they aid facility with the languages grammar. Weekly narratives introduce essential cultural knowledge.</i>											
MDES1402W	Elementary Sanskrit II <i>An introduction to classical Sanskrit. Grammar and reading of texts. While its focus is reading comprehension, other language skills such as listening comprehension and speaking are emphasized to the extent that they aid facility with the languages grammar. Weekly narratives introduce essential cultural knowledge, which is augmented by close reading of a primary text (usually Epic) at the end of the second semester.</i>	100	Richard	S	4	4		3	2	3	1	X
MDES1404W	Intermediate Sanskrit I <i>Reading and grammatical analysis of a literary text, chosen from the dramatic and narrative tradition. The fall semester explores Sanskrit Epic and its genre-conventions, but is sometimes prefaced by a survey of simple narrative in prose or verse, such as the Hitopadea. At the same time, students review and consolidate the grammar introduced in Elementary Sanskrit as well as acquire a working command of compound and derivational analysis.</i>	100	Richard	F	4	4		3	4	3	3	X
MDES1405W	Intermediate Sanskrit II <i>Reading and grammatical analysis of a literary text, chosen from the dramatic and narrative tradition. The spring semester consists of an introduction to one or two other genres, such as</i>	100	Richard	S	4	4		3	2	2	3	X

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								2016-17		2017-18		2018 -19
								UG	G	UG	G	
	<i>drama or the philosophical treatise. In general, select passages of commentary are also introduced, calling into play the grammar and analytical skills developed in the first semester. Sanskrit prosody is also introduced at some length, giving students the opportunity to master several of the most common meters.</i>											
MDES4810W	Advanced Sanskrit I <i>The Advanced course reinforces grammatical and textual analysis, to gain an appreciation of select texts in accordance with their traditions self-understanding and to engage the problems they raise for contemporary scholarship. The Advanced courses are conceived of as a two-part course spanning two years of instruction: with one year dedicated to systematic thought and another to poetry and poetics. Additional courses, including Introduction to Pini and Introduction to the Literary Prakrits, are available periodically. The Sanskrit curriculum therefore comprises four years of instruction (which are required for graduate students concentrating in Sanskrit). Readings for Advanced Sanskrit regularly change and may be repeated for credit.</i>	100	Pollock	F	4	4		3	2	1	3	X
MDES4812W	Advanced Sanskrit II <i>Two levels of advanced Sanskrit offered in alternate years. In year one,, kavya and alankarasastra; in year two, mimamsa and nyaya. Introduction to Pini or Literary Prakrits may be offered as well.</i>	100	Pollock	S	4	4		4	-	1	3	X

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								2016-17		2017-18		2018 -19
								UG	G	UG	G	
SINH1101W	Elementary Sinhala I (Note: Virtual Classroom live-streamed via Shared Course Initiative, originates in Cornell Only Columbia enrollments shown)	100	Herath (Cornell)	F	4	4		-	1	-	-	X
SINH1102W	Elementary Sinhala II (Note: Virtual Classroom live-streamed via Shared Course Initiative, originates in Cornell Only Columbia enrollments shown)	100	Herath (Cornell)	S	4	4		-	1	1	-	X
SINH2101W	Intermediate Sinhala I (Note: Virtual Classroom live-streamed via Shared Course Initiative, originates in Cornell Only Columbia enrollments shown)	100	Herath (Cornell)	F	4	4		2	-	-	1	X
SINH2102W	Intermediate Sinhala I (Note: Virtual Classroom live-streamed via Shared Course Initiative, originates in Cornell Only Columbia enrollments shown)	100	Herath (Cornell)	S	4	4		2	-	-	1	X
MDES1101W	Elementary Tamil I <i>Basic grammatical and syntactical skills required to function adequately in a Tamil-speaking environment and basic language proficiency skills of listening, speaking, reading and writing. Introduction to the Tamil cultural milieu of the Indian subcontinent.</i>	100	Richard	F	4	4	X	1	4	-	-	X
MDES1102W	Elementary Tamil II <i>Builds grammatical and syntactical skills and proficiency skills of listening, speaking, reading and writing required to function in a Tamil-speaking environment. Study of Tamil culture of the Indian subcontinent.</i> (Note: Virtual Classroom live-streamed via Shared Course Initiative, to Yale and Cornell. Only Columbia enrollments shown)	100	Richard	S	4	4	X	1	4	-	-	X

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								2016-17		2017-18		2018 -19
								UG	G	UG	G	
MDES1201W	Intermediate Tamil I <i>Develops proficiency skills of listening, speaking, reading and writing needed to function in a Tamil-speaking environment. Develops knowledge of the Tamil culture.</i> (Note: Virtual Classroom live-streamed via Shared Course Initiative, to Yale and Cornell. Only Columbia enrollments shown)	100	Sudanandha (retired)	F	4	4	X	2	-	1	3	-
MDES1202W	Intermediate Tamil II <i>Develops proficiency skills of listening, speaking, reading and writing needed to function in a Tamil-speaking environment. Develops knowledge of the Tamil culture.</i> (Note: Virtual Classroom live-streamed via Shared Course Initiative, to Yale and Cornell. Only Columbia enrollments shown)	100	Sudanandha (retired)	S	4	4	X	2	-	3	3	-
MDES4118W	Advanced Tamil I <i>Conducted in Tamil with reading and discussion of selected literary, social science, historical, and/or journalistic texts. Content changes each term.</i> (Note: Virtual Classroom live-streamed via Shared Course Initiative, to Yale and Cornell. Only Columbia enrollments shown)	100	Sudanandha (retired)	F	4	4	X	-	1	2	-	-
MDES4119W	Advanced Tamil II <i>Conducted in Tamil with reading and discussion of selected literary, social science, historical, and/or journalistic texts. Content changes each term.</i> (Note: Virtual Classroom live-streamed via Shared Course Initiative, to Yale and Cornell. Only Columbia enrollments shown.)	100	Sudanandha (Retired)	S	4	4	X	-	1	-	-	-

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								2016-17		2017-18		2018 -19
								UG	G	UG	G	
Anthropology Department												
ANTH3661V (New Fall 2018)	South Asia: Anthropological Approaches <i>Explores social and cultural formations such as caste, class, marriage and the family using primary and secondary sources. Covers the organization of cultural diversity by colonial rule, and transnational circulations. Includes contemporary debates on legacies of colonial rule, the social power of analytical categories, ethnic and religious conflict, nationalism and modern statehood, the impact of globalization.</i>	100	Green	F	3	3		-	-	-	-	X
ANTH2007V	Indian and Nigerian Film Cultures A comparative study of Hindi and Nigerian cinemas, two dynamic forms of popular cinema that have spread across the world: Bollywood, whose influence can be seen from Senegal to Korea, and Nollywood, which in little more than a decade has spread all over Africa, into the Caribbean and the Black diaspora.	25%	Larkin	F	3	5		-	-	22	-	-
ANTH4100GU SASS4100GU	Anthropological Approaches to South Asia <i>The course examines how anthropology and ethnographic research have shaped our understanding of South Asia and how South Asia has shaped anthropology. It focuses on contemporary issues and theoretical approaches. It begins with how early Muslim and British colonial perspectives shaped India as an object of study. Topics include caste, village and city, communalism and violence, gender and the body, the media, and globalization.</i>	100	Ewing	F	4	3		-	-	0	6	-

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								2016-17		2017-18		2018 -19
								UG	G	UG	G	
ANTH8014G	Advanced Study: Histories, Societies, and Cultures of South Asia. <i>Topical seminar focused recent scholarship and/or themes on the anthropology, history, politics, and sociology of early modern to contemporary South Asia. Content changes annually.</i>	100	Chatterjee	F	2	3		-	14	-	-	X
Department of Art History and Archaeology												
AHUM3342V	Masterpieces of Indian Art and Architecture <i>Introduction to 2000 years of art on the Indian subcontinent: early art of Buddhism, rock-cut architecture of Buddhists and Hindus, development of the Hindu temple, Mughal and Rajput art, the colonial period, and the emergence of the Modern.</i>	100	Dehejia	F	3	3		22	-	65	-	X
AHUM3342V	Masterpieces of Indian Art and Architecture (see above)	100	Dehejia/ Adjunct Prof.	S	3	3		22	-	24	-	X
AHIS3170W	Rock-Cut Architecture of India <i>For a period of over a thousand years, a favored mode of architecture across India was to create monuments by excavating into the rock of the mountainside. This course examines the rock-cut mode of architecture, adopted by Buddhists, Hindus, and Jains, that remained popular right up to the tenth century when it yielded precedence to structures built by piling stone upon stone.</i>	100	Dehejia	F	2	3		7	3	-	-	-
AHIS4218G	Visual Narratives of India <i>This course proposes the existence of distinct modes of visual narration used by India's artists to present stories visually, both in the medium</i>	100	Dehejia	F	2	3		-	7	-	-	-

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								2016-17		2017-18		2018 -19
								UG	G	UG	G	
	<i>of relief sculpture, and that of watercolors on paper or plastered walls. It considers the rich corpus of Buddhist narrative reliefs, and then focuses on the relationship of text and image in the painted manuscript tradition of India.</i>											
AHIS6150G	The Genesis of Buddhist Art <i>Emergence of art related to Buddhism in 3 c. B.C. Asokan rock and pillar edicts erected from Kandahar to South India. Focus on the carved stupa complexes constructed from 1st c. B.C to 5th c. C.E.: sculpted and painted decoration of cave monasteries, and the image of the Buddha.</i>	100	Dehejia	F	3	3		-	-	-	-	X
AHIS8094G	Mamallapuram & the Development of South Indian Style <i>Seminar examining the enigmatic site of Mamallapuram, port of the Pallava dynasty, that holds the key to the origins of the South Indian style. Examines the development and flowering of South Indian architecture and sculpture under the Chola monarchs.</i>	100	Dehejia	S	3	3		-	-	1	9	-
AHIS8807G	The Body, Human and Divine, in the Art of India <i>Explores the centrality of the human form, male and female, human and divine, in the artistic tradition of India. Focuses on the idealized and stylized body, and the importance of adornment. Questions the use of the phrase "sacred space," which invariably carried imagery that had little or nothing to do with the sacred.</i>		Dehejia	F	3	3		-	-	1	7	-

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								2016-17		2017-18		2018 -19
								UG	G	UG	G	
Department of Asian and Middle Eastern Cultures, Barnard College												
ASCM2357V	Introduction to Indian Civilization <i>Introduction to Indian civilization with attention to both its unity and its diversity across the Indian subcontinent. Consideration of its origins, formative development, fundamental social institutions, religious thought and practice (Vedic, Buddhist, Jain, Hindu, Muslim, and Sikh), literary and artistic achievements, and modern challenges.</i>	100	McDermott	F	3	3		64	-	55	-	X
Dance												
DNCE2254X	Classical Indian Dance <i>Principles and practices of Bharata Natyam including the adavu movement system, hasta or hand gestures, narrative techniques, or abhanaya, and other classical dance forms.</i>	100	Coorlawala	F	3	0-1		14	3	4	-	X
DNCE3567X	Dances of India <i>Examines dance genres, traditional to innovative, that co-exist as representations of "Indianness" through the ages and across national boundaries. Focus on dance as culturally inflected discourse; how Indian dance aligns with the oldest performance texts, and with newer discourses (rasa as a performance aesthetic, Orientalism, nationalism)</i>	100	Coorlawala	S	3	3		-	-	7	-	X

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								2016-17		2017-18		2018 -19
								UG	G	UG	G	
Department of English and Comparative Literature												
ENGL3451W	Literature of Empire: Imperialism and the Cryptographic Imagination <i>Examines key moments in colonial and postcolonial history, religious conversion and the limitations of secular ideologies, the discourse of rights central to the British empire and the British nation-state. Focuses on the legal emancipation of religious minorities in England and the acculturation of colonial subjects to British rule. Examines the figure of the convert as religious dissenter and colonial subject and of the role of belief and minority discourse in modern society. Readings include John Henry Newman, Pandita Ramabai, Annie Besant, B. R. Ambedkar, court cases, census reports, and popular English fiction.</i>	40%	Viswanathan	S	2	4		7	-	13	-	-
ENGL3740UN	Comparative Modern Texts: The Thirties: Metropole and Colony <i>This course focuses on the tumultuous 1930s, which witnessed the growth of anticolonial movements, the coming to power of totalitarian and fascist regimes, and calls for internationalism and a new world vision. The struggle for independence from European colonial rule accelerated in Asia and Africa, and former subjects engaged with ideas and images about the shape of their new nations, in essays, fiction, poetry, and theater. Supporters and critics of nationalism existed on both sides</i>	25%	Viswanathan	F	4	2		4	-	-	-	X

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								2016-17		2017-18		2018 -19
								UG	G	UG	G	
	<i>of the metropole-colony divide, as calls for internationalism sought to stem the rising tide of ethnocentric thinking and racial particularism in parts of Europe as well as the colonies. Includes works from the metropole and the colonies to track the crisscrossing of ideas, beginning with writers who anticipated the convulsive events of the 1930s and beyond (E.M. Forster, H.G. Wells, Gandhi), moving on to writers who published some of their greatest work in the 1930s (Huxley, Woolf, C.L.R. James, Mulk Raj Anand), and concluding with authors who reassessed the 1930s from a later perspective (George Lamming)</i>											
CLEN3741UN	Literature of Lost Lands <i>This course features readings in the literature of lost and submerged continents, as well as of remote lands hidden from history. Accounts of submerged land-masses and the mystery of lost continents of Atlantis and Lemuria were among the most serious popular literature of the late 19th and early 20th centuries. They inspired a form of “occult ethnography” and drew on the fascination with buried land-masses in order to re-imagine alternative narratives in which the “imperial English” would be colonized by a new race of people from the forgotten depths of the earth. The use of ethnographic details in such novels provided an ironic commentary on the European ethnographies of colonized peoples, and a visionary description of a world as yet unseen and unknown, so that the idea of</i>	33%	Viswanathan	S	4	3		-	-	9	-	-

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								2016-17		2017-18		2018 -19
								UG	G	UG	G	
	<i>the past itself becomes less stable in the cultural imagination. In probing the enduring fascination with lost or separated lands in the cultural imagination, the course hopes to illuminate the importance of such literature in unveiling the processes of colonization, ethnography, nationalism, evolution, and technology, as well as understanding the writing of history itself: i.e., what is included in mainstream accounts and what is left out.</i>											
ENGL3851UN	Indian Writing in English <i>As the great imperial powers ceded self-rule to the colonies they once controlled, formerly colonized subjects engaged in passionate discussion about the shape of their new nations not only in essays and pamphlets but also in fiction, poetry, and theatre. Even cherished notions as nationalism were disputed, and thinkers like the Rabindranath Tagore sounded the alarm about the pitfalls of narrow ethnocentric thinking. Their call for a philosophy of internationalism challenged the claims of ethnic religious identity, and national myth. The conflict of perspectives showed deep divisions among the various groups vying to define the goals of the postcolonial nation. Nowhere was this truer than in India. The course examines works by Indian writers rethinking the shape of their societies, gender relations, secularism and religious difference, the place of minorities in the nation, nationalism and internationalism. Readings</i>	100%	Viswanathan	S	4	2		13	-	-	-	X

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								2016-17		2017-18		2018 -19
								UG	G	UG	G	
	<i>from literary works and historical accounts from Tagore, Gandhi, Aravind Adiga, Arundhati Roy, and others.</i>											
TBA Course Number (new Course Spring 2019)	Aldous Huxley: Major Works <i>The course examines the major works of Aldous Huxley as vital contributions to the emerging canon of modernism, transnationalism, and the psychology of modern consciousness. Critical studies of Huxley have typically split his work into two phases: social satire and mysticism. This course proposes a less disjunctive approach to his writings. Huxley's starkly dystopian vision in Brave New World often overshadowed his earnest endeavors to find a meeting point between mainstream Western thought and the philosophical traditions of the non-Western world, particularly of Hinduism and Buddhism. This course probes Huxley's writings from a multitude of angles, examining his works in the context of evolutionary, secular thought while also reading them as strivings towards models of world peace. The latter invoked concepts drawn from Hindu, Buddhist, and Jain thought, alongside Christian mysticism and Taoism, in an eclectic practice that Huxley called "the perennial philosophy."</i>	25%	Viswanathan	S	4	3		-	-	-	-	X

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Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2016-17		2017-18		2018 -19
								UG	G	UG	G	
History Department												
HIST3800W HIST6998GR	History of South Asia I: From Al-Hind to Hindustan. <i>Survey lecture course on the history of South Asia as a region and key political, cultural and social developments in the last two millennia. Emphasis on using primary sources (in translation). Political, cultural and theological encounters of varied communities, the growth of cities, local and global networks of trade and migrations, development of an Indo- Persian milieu; Mid 6th CE polities and the formation of Arab-Turkic principalities; development of hybrid polities such as Delhi Sultanate and Vijayanagar; emergence of Sufic and Bhakti movements, forms of governance, scriptural communities, and elite structures, 1300-1600 CE period; and establishment of the Mughal Empire and European trading companies.</i>	100	Ahmed	F	3	3		22	7	41	3	X
HIST3803	The Worlds of Mughal India <i>A cultural and social history of India from the 16th – 19th century, focusing on the Mughal empire, using multiple vantage points. First, Mughal regnal memoirs and their representations of social and political worlds (including observations on the Rajputs, Marathas, Safavids, and Ottomans). Second, European gaze on the Mughals (Portuguese, English and French travelers, merchants, and diplomats in India). Relies mainly on primary source materials.</i>	100	Ahmed	S	3	3		-	-	-	-	X

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Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2016-17		2017-18		2018 -19
								UG	G	UG	G	
BC3805X	Law and Lawlessness in South Asia <i>Examines law as a critical site from which to explore changing conceptions of self and community from the pre-colonial to the post-colonial periods.</i>	100	Rao	F	3	3		37	6	-	-	-
HIST3807UN	India and Europe: Walking in and Out of the Archive <i>Examines European and Indian encounters via travelers, cartographies and texts. Focus on a series of figures who walked over the Orient and Occident and the ways in which they shaped forms of knowledge and the means to which their words served. Compares the theoretical and experiential knowledge of space and landscape. Primary source readings.</i>	75	Ahmed/ Fall 2017 Visiting Prof. Shahid Amin	Sum/ Fall	3	6		5	1	6	0	-
HIST3811W HIST6998GR	History of South Asia II: Empire and its Aftermath <i>Historical evolution of the cultures, polities, and societies in the Indian sub-continent from the 16th to the 20th century. Rise and demise of the Mughal empire; the nature of the 18th c. "transition" to European rule; colonial rule and anticolonialism; and debates about violence, secularism, and democracy in postcolonial South Asia. Thematic focus on non-Western state formation; colonial economy and underdevelopment; the structure and ideology of anticolonial thought; organized challenges to the nation-form by political minorities: Muslims, untouchables, and women; and contemporary debates about religion, rights, and violence. Relies mainly on primary texts,</i>	100	Rao	F	3	3		58	5	-	-	X

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Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2016-17		2017-18		2018 -19
								UG	G	UG	G	
	<i>and uses multiple historiographical perspectives.</i>											
HIME4056G	Problems in South Asian Theory and History <i>Seminar on major themes and issues in the study of South Asia: cultural history and early modernity; capitalism and political economy; anticolonialism; genealogies of political thought; caste and religion; gender and feminist history.</i>	100	Rao/Kaviraj	S	3	3		-	-	-	-	X
HIST3830BC HIST6999GR	Bombay/Mumbai and Its Urban Imaginaries <i>Explores the intersections between imagining and materiality in Bombay/Mumbai from its colonial beginnings to the present. Housing, slums, neighborhoods, streets, public culture, contestation, and riots are examined through film, architecture, fiction, history and theory. It is an introduction to the city; and to the imaginative enterprise in history.</i>	100	Rao	S	3	4		7	4	13	-	-
HIST4805X (new course Spring 2019)	Hierarchy, Inequality, Difference in South Asia <i>Examines caste and gender as an important lens for understanding the transformations of intimate life and political culture in colonial and post-colonial India. Topics include: conjugality; popular culture violence, sex and the state; and the politics of untouchability. Draws on the experiences of life and thought of caste subalterns to explore the challenges to caste exploitation and inequality.</i>	100	Rao	F	3	4						X
HIST4811GU	Environment and Health in South Asia <i>The course introduces the interdisciplinary field of environmental, health and population history and comparative historical and policy debates</i>	100	Sivarama-krishnan	S	4	2		4	5	-	-	X

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								2016-17		2017-18		2018 -19
								UG	G	UG	G	
	<i>through a focus on South Asia: the making and subjugation of colonized peoples; natural and disease landscapes under British colonial rule; modernizing states and their interest in development and technology; the movement and migration of populations; and the changing place of public health and healing. The course will introduce students to reading and analyzing a range of historical scholarship, and interdisciplinary research on environment, health, medicine and populations in South Asia and the use of primary sources for research; and the challenges posed by archives and sources in these fields.</i>											
HSME4643G	Nineteenth Century Indian Muslims <i>Introduction to the study of Muslims in colonial India in the nineteenth century. Focus on social, religious and political developments, inspired by, and affecting, India's Muslims in the second half of the 19th century.</i>	100	Zaidi	F	3	4	Yes	-	-	2	1	-
HIST8011GR (New course Spring 2018)	Early Modern South Asia <i>This graduate seminar focuses on subject, objects and agents that catalyzed the material and political orders from 1500-1800 in South Asia. It pairs primary, historical texts (in translation) with recent monographs which demonstrate the intersections between text, narrative and polity. The guiding interest will be in understanding the intimate relationship between power and agency and objects within specific political spaces. Eschewing the center/periphery models, we will focus on</i>	100	Ahmed	S	4	2		-	-	-	10	-

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Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2016-17		2017-18		2018 -19
								UG	G	UG	G	
	<i>specific sites of literary and political imagination- Bengal, Deccan, Punjab—and the turn to the global connections with America and Europe during this period. This seminar will assume broad familiarity with both Indian and European early modern politics and thought.</i>											
HIST8495GR (new course Fall 2017)	Borderlands History Colloquium <i>Examines the broad spatial history of empire by looking at sites such as "frontiers" and "borderlands" in a theoretical and comparative perspective. From the works of nineteenth century historians to formulations of spatial perspectives by Foucault, Baughelard and Lefebvre, the course looks at specific sites from the American West to Northeast India to situate borderlands and frontiers not at the margins but the center of the relationship between power and narrative, between empire and colony.</i>	33%	Ahmed	F	4	2		-	-	1	12	-
HIST8807GR (new course)	Fiction, Fieldwork, Film, History: Texts on Urban and Rural India <i>Introduce students to a representative selection of self-standing texts about urban and rural South Asia in its 'traditional' and 'colonial-modern' avatars. Students engage with a dozen literary and near literary texts (the latter largely in an ethnographic mode), dating from the 1870s to the 2010s.</i>	100	Fall 2017 Visiting Prof. Shahid Amin	F	4	2		-	-	-	6	-
HIST8944GR (new course Fall 2018)	History and Theory <i>This course examines how social contexts shape the reception of ideas that are assumed to have universal purchase. The seminar adopts a historical mode to locates social theory in its</i>	25%	Rao	F	4	2		-	-	-	-	X

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Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2016-17		2017-18		2018 -19
								UG	G	UG	G	
	<i>global contexts with a specific focus on the global South. It follows two concepts, equality and difference. Can we write a global history of social thought? How are ideas and contexts transformed when they encounter forms of social difference (e.g., race, caste, religion) that must be thought on their own terms? Readings for the seminar will include a mix of classic texts of social theory, and monographs in history and anthropology that seek to engage and redirect the energies of social thought toward questions of translation, commensuration, and alterity.</i>											
Committee on Global Thought												
CGTH6520GR	Global Culture and Politics <i>The era of globalization has given new forms and manifestations to old historical debates. The course explores the impact of globalization on cultural diversity primarily in South Asia but comparatively with other regions, and explores new concepts and categories that have emerged as central in the study of culture and politics in recent years with the emergence of new local, global and transnational identities. Topics include religion and secularism; feminism; identity politics; opposition to violence and terror; cosmopolitanism and urbanism; nationalism; ethnicity and identity; and post-colonialism.</i>	50%	Chatterjee and Bilgrami	F	3	2		-	30	-	-	-

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								2016-17		2017-18		2018 -19
								UG	G	UG	G	
School of International and Public Affairs												
INAF6389U	State Formation, Violence, and Intervention in the Modern World <i>The seminar on international security policy introduces students to several generations of literature on state formation and its relationship to violence and foreign intervention. It explores the resilience and limitations of various theoretical approaches as they relate to a number of empirical cases. Students will become familiarized with a number of important arguments that have been advanced to explain state formation in its more recent incarnations. The case studies will be drawn mainly from Afghanistan, but will include comparative studies from sub-Saharan Africa, Latin America, the Middle East, Asia, and post-Communist Europe.</i>	80%	Mukhodpadhyay	S	3	2		-	24	-	23	X
INAF6698 (new Spring 2018 course)	Unconventional Warriors <i>In this international security policy course, students take a look at a host of non-state armed actors whose origins can be traced back to pre-statal politics.. Scholarly and policy-oriented research tends to focus on terrorists and insurgents. The course considers a host of non-state armed actors: bandits, mercenaries, and mafia to drug lords, warlords, and militias. Their methods, motivations, and interests have evolved over time. Case studies from Afghanistan, South Asia, Middle East, Africa.</i>	33%	Mukhodpadhyay	S	3	2		-	-	-	24	X

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								2016-17		2017-18		2018 -19
								UG	G	UG	G	
INAF6643U	Political Economy of South Asia <i>Seminar course introduces the study of South Asia as a region and a whole, and the individual countries. Examines the political economy of each country, the nature of their state, how society has evolved over the last six decades, and how the economy behaves and develops in a globalised world. Key themes include politics and democracy, economic development, the state and society, within country and across the region.</i>	100	Zaidi	S	2	3	Yes	1	17	-	1	X
INAF6735U	Issues in Rural Development <i>Examination of the nature and scope of poverty in rural communities and its underlying causes; social, political, economic and historical context of rural poverty; theories and approaches to sustainable development; strategies and techniques of leadership and community participation; assessment methods, planning and implementation; assessment and evaluation methods. Case studies drawn primarily from India, Sri Lanka, and Bangladesh, but including Afghanistan, Zambia, Guatemala, Cuba, and Brazil</i>	40%	Adjunct Prof. Pratima Kale	F	2	3		-	13	-	-	-
INAF6672U	Political Economy of Pakistan <i>Seminar provides a broad historical review of the nature of changes which have taken place in Pakistan. Emphasis on social and structural change and transformation of society, the state and the economy. First half of the course will focus on a chronology, looking at events and processes across eras, in a political economy</i>	100	Zaidi	F	2	3	Yes	-	-	-	-	X

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								2016-17		2017-18		2018 -19
								UG	G	UG	G	
	<i>framework, followed in the second half by a deeper analysis of key themes over time.</i>											
REGN6725U	Modern Afghanistan: History, Culture, Politics <i>An introduction to the culture, politics and international relations of Afghanistan which will explore the country's transition from the 18th to the 21st century.</i>	100	Potter	S	2	3		-	8	-	-	X
INAF6775U	Indian Economy in Transition <i>An analytic study of the transformation of the Indian economy, esp. the reforms under way or to be undertaken for growth and poverty reduction. Issues examined: fiscal deficit, public debt and macroeconomic crisis; external sector reforms including trade liberalization, foreign investment liberalization, capital account convertibility, preferential trade arrangements and multilateral trade negotiations; domestic reforms of the tax system, subsidies, agriculture, product and factor markets, infrastructure.</i>	100	Panagariya (Spring 2017 Adjunct Prof.)	S	2	3		-	15	-	17	X
INAF8564	Culture in Foreign Policy: China and India <i>Non-western players such as China and India are beginning to take center stage in a multi-polar world. In what ways do these millennial civilizations develop a different policy trajectory from the historical Euro-American axis? What role does culture-history, memory, traditional belief systems, identity, and the arts play in the foreign policy decision making? How important are such considerations in managing relations with them? How do rising powers use the cultural medium to project their</i>	50%	Desai	S	3	3		-	11	-	-	X

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Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2016-17		2017-18		2018 -19
								UG	G	UG	G	
	<i>image abroad and how do they differ from other countries?</i>											
Islamic Cultures												
ISCS5000G (new course Fall 2017)	Foundation to Islamic Studies and Muslim Societies <i>The foundation to the key concepts, theories and debates in the field of Islamic studies, utilizing major approaches in the classic areas of history, law and political economy as well as sociology, anthropology, media studies, and colonial and postcolonial studies; theoretical questions and debates about culture and civilization, religion, secularization, law and authority, nation-states, globalization, minority rights and technology, gender and sexuality, cultural production and articulations, transnational movements, and modes of religious association and ritual in everyday life. We will examine the variety of ways that Islamic norms and practices are developed, reinterpreted, embodied and regulated in contemporary Muslim societies.</i>	25%	Adjunct Prof.	F	4	2	-	-	-	-	11	X
School of Law												
LAW6550L (new course Spring 2018)	Constitutional Design in Post-Conflict Democracies <i>Comparative examination of the Constitutional design process in Bangladesh, India, Pakistan, Nepal, and Sri Lanka.</i>	100	Guruswamy	S	2	3		-	-	-	8	X

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								2016-17		2017-18		2018 -19
								UG	G	UG	G	
LAW8815L	Indian Constitutional Law <i>Examines the ways in which Indian constitutional law and doctrine has dealt with constitutionalism and democracy; separation of powers; rights based limits to democracy; republicanism, equality and social justice; federalism and subsidiarity; nationalization and liberalization of the economy; secularism and the relationship of the state with religious groups. Primary source legal materials, including the Constitution of India 1950 and selected cases, as well as major secondary works on Indian political history and theory.</i>	100	Guruswamy	F	2	3		-	2	-	4	X
LAW8351L (new course Spring 2017)	Cross-Border Transactions in Emerging Markets: Indian Business Law <i>Introduction to legal aspects of international business and investment transactions in India Topics: an overview of the regulatory framework for doing business in India, a review of the key trends in U.S.-India business, trade and commercial transactions, a review of cultural differences and how they impact the work of the practitioner, a study on the formation of business entities in India, a review of the framework for foreign investment in India, equity and debt funding mechanisms to fund businesses in India, common tax issues in doing business in India, dispute resolution mechanisms, infrastructure investments and related issues..</i>	100	2016-17 Visiting Professor Amir Shashank	S	2	3		-	7	-	-	-

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								2016-17		2017-18		2018 -19
								UG	G	UG	G	
Department of Middle Eastern, South Asian, and African Studies												
ACME2003UN	Introduction to Islamic Civilization <i>Islamic civilization and its characteristic intellectual, political, social, and cultural traditions up through 1800, including Africa, and Central, South and West Asia.</i>	25%	Kia	F	4	4		-	-	49	106	X
MDES2641W	Cinemas of India <i>This course explores the forms, pleasures, and meanings of Indian cinema. It examines tthe plural beginnings of popular film; the many competing cinemas produced across India; the diverse protagonists (from vamps to vigilantes) that populate the imagined entity named ‘national cinema’; and the varied audiences addressed by these cinemas. Films screened included 15 of the most iconic narrative films produced in India, including Diamond Queen (1940), Awara (1951), Deewar (1975), Roja (1992), Mahanagar (1963), and Bandit Queen (1994) that shadow the emergence of the Indian nation and contestations of its coherence.</i>	100	Mukherjee	F	4	4		6	-			-
MDES2650W (new course Fall 2017)	Gandhi and his Interlocutors <i>Gandhi was the most important leader of anti-imperialist movements yet,his ideas about modernity, the state, the industrial economy, technology, etc. were idiosyncratic and often at odds with main trends of modern civilization. How did he come to have such an immense effect on history? The course focuses on texts and discursive exchanges between various perceptions of modernity in India. The first part</i>	100	Kaviraj	F	4	4		-	-	40	-	X

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								2016-17		2017-18		2018 -19
								UG	G	UG	G	
	<i>will be based on reading Gandhi's writings; the second on writings by his main interlocutors. The course will provide a picture of the intellectual ferment in modern India, and the main lines of social and political thought that define its intellectual culture.</i>											
MDES3000V	Theory and Culture in the Middle East and South Asia <i>Critical introduction to theories of culture as they are related to the Middle East and South Asia. Enables students to articulate their emerging knowledge of these two regions and cultures in a theoretically informed language. Required of all MESAAS majors. Theoretical debates on the nature and function of culture as a symbolic reading of human collectivities. Examines critical cultural studies of the Middle East and South Asia.</i>	30%	Kaviraj	F	3	4		71	-	-	-	-
MDES3004UN	Islam in South Asia <i>The course explores the beginnings of Islam in South Asia, its growth over time, and the development of South Asian Muslims' cultural, social, religious, and political life from the 8th century until the present. Readings will include scholarly works and material in translation from chronicles, biographies, memoirs, novels, stories, and other primary sources</i>	100	2016-17 Post-doctoral Fellow Owen Cornwall	S	4	4		5	2	-	-	-
AHUM3399V	Major Texts of Middle East and India <i>Readings in translation and discussion of texts of Middle Eastern and Indian origin. The Qur'an, Islamic philosophy, Sufi poetry, the Upanishads, Buddhist sutras, the Bhagavad</i>	50%		F/S	3	4						

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								2016-17		2017-18		2018 -19
								UG	G	UG	G	
	<i>Gita, Indian epics and drama, and Gandhi's Autobiography.</i>											
	Section 001		Busch					13	-	21	-	X
	Section 002		McDermott					27	-	8	-	X
	Section 003		Kamaly					16	-	-	-	X
	Section 004		Pollock					17	-	-	-	X
MDES3445W	Societies and Cultures of the Indian Ocean <i>Introduces the Indian ocean as a region linking the Middle East, East Africa, South and Southeast Asia. Study of select cultures and societies brought into contact through interregional migration and travel over a broad arc of history. How did different types of people - nobles, merchants, soldiers, statesmen, sailors, scholars, slaves – experience and represent such mobilities? What kinds of cooperation, accommodation or conflict did Indian Ocean encounters engender? Uses primary sources, particular case studies, and broader social and cultural contexts.</i>	50%	Kia	F	3	3		-	-	-	-	X
MDES3644UN	Visual Cultures of Modern South Asia <i>The course introduces students to the power and meaning of popular visual cultures of South Asia. Visual culture is a crucial arena for the enactment of social transformations and the creation of collective imaginaries. It tracks such varied modern media types as calendar art, photography, film, architecture, clothing, and religious festivals, loosely following key chronological signposts in the shared histories</i>	100	Mukherjee	S	4	4		12	1	-	-	-

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								2016-17		2017-18		2018 -19
								UG	G	UG	G	
	<i>of the subcontinent. It will practice a new way of understanding history and society – a visual way that will make us aware of the diversity of hopes, fears, and dreams that comprise South Asia. Designed for students with a basic understanding of South Asian history, the course aims to familiarize students with key methodological approaches in visual culture studies and current debates in South Asian art history and media theory.</i>											
MDES4630GU	Histories of Translation in Pre-Modern India <i>This course provides a survey of the historical practices of textual translation in India and some of the ways translation has been used to open up analysis of a broad set of cultural practices. Discussion topics will range from methods of translation to conceptual commensurability, translatability, patronage and vernacularization. It examines how to approach the following questions: What was translation in India? What were the ways in which it was theorized? What was the relationship between translation and political power? How does a history of translation challenge nationalist narratives of culture?</i>	100	2016-17 Post-doctoral Fellow Owen Cornwall	S	4	4		1	1	-	-	-
MDES5004GR	Approaches to the Study of the Middle East, South Asia, and Africa <i>Introduction to the interdisciplinary study of the Middle East, South Asia and Africa in a global context. Topics include cities and cosmopolitanism, colonialism from below,</i>	25%	2016-17 Post-doctoral Fellow Owen Cornwall					-	8	-	-	-

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								2016-17		2017-18		2018 -19
								UG	G	UG	G	
	<i>secularization, gender, democracy, science, Islamic Law, literature, and Visual Cultures.</i>											
MDES4057GU (new course Fall 2017)	Subaltern Studies and Problems of South Asian History <i>Course has two-fold aims: first to initiate a detailed study of the school of Indian history called Subaltern Studies which achieved immense attention and popularity starting from the 1980s; secondly, to study, through these writings, the epistemological problems of critical historical and social science scholarship. It will track the intellectual trajectory of subaltern studies intellectual work as it expanded, moving from histories of the peasantry, the working class, tribals, women, lower castes, subordinate nations, to raising larger theoretical and methodological questions about critiques of nationalist history, of European history and social science to the general question of knowledge about the modern world and the languages in which it should be examined.</i>	100	Kaviraj	F	4	2		-	-	3	9	X
MDES4062G	Global Political Thought: Nehru, Gandhi, Iqbal and Senghor <i>Explores themes in modern political thought using texts from traditions outside the modern West in order to explore central questions of modern politics. The attempt will be not merely exegesis, in order to grasp what these thinkers thought, but to think more widely with and through their texts. The course will focus on the</i>	75%	Bilgrami & Kaviraj	F	2	3		-	-	-	11	X

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								2016-17		2017-18		2018 -19
								UG	G	UG	G	
	<i>works of M K Gandhi, Jawaharlal Nehru, Mohammad Iqbal, and Leopold Senghor.</i>											
MDES4601G	Politics in India <i>Combines study of long-term historical sociology with more short term understanding of policies and their possible effects. Though its main purpose will be to provide students with an understanding of politics after independence, it will argue, methodologically, that this understanding should be based on a study of historical sociology plotting long-term shifts in the structure of social power.</i>	100	Kaviraj	F/S	2	3		-	13	4	12	X
MDES4621W	Court Cultures of India <i>Examines political and cultural practices of specific courts that played a major role in Indian history such as the Guptas, Vijayanagarm and the Mughals, and aspects of Indian courtly life more generally. Topics include literature, art, architecture, intellectual practices, music and the science of erotics (Kamasutra). Introduces cross cultural perspectives, e.g. emulation Sanskrit literature and Indian architecture in Southeast Asia in the first millennium; Indian court culture as perceived by Europeans in the early modern and colonial periods? Concludes with the legacy of Mughals and maharajas in postcolonial India.</i>	100	Busch	S	3	3		-	-	-	-	X
MDES4623G	India Before Colonialism <i>Introduction to core topics in the study of South Asia prior to 1800 and the most important new scholarship on cultural, social and political</i>	100	Pollock	F	3	2		4	12	-	-	-

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								2016-17		2017-18		2018 -19
								UG	G	UG	G	
	<i>dimensions of the subcontinent during the pre-colonial era. The course will explore three areas of inquiry. First, what we are learning about the actual organization of knowledge in traditional India. Second, how do the readings help us measure, retrospectively, the transformation of knowledge acquisition introduced by European colonialism. Third, questions of scholarship itself; how are objects of analysis identified, or created, in these texts; how is evidence deployed, arguments formulated and knowledge advanced?</i>											
MDES4637G (new course Spring 2018)	Cinema and Colonialism in South Asia <i>What is the relation between cinema and colonialism? This seminar approaches cinema as a dynamic historical agent that aided, negotiated, refracted, and contested the mechanisms and meanings of colonialism in South Asia. It examines cinema as technology, as industry, and as cultural form, paying attention to questions of film finance, on-screen representation, production infrastructures, circuits of distribution, and sites of exhibition. It screens films made by British ethnographers, Indian expats, Hollywood orientalist, and South Asian nationalists to study how film served as a key weapon of imperial propaganda as well as anticolonial resistance. From orientalist films that constructed the colony as exotic and dangerous, to the spatial uses of Indian films to reinforce race inequalities in the diaspora (eg. East Africa), cinema is deeply</i>	100	Mukherjee	S	4	5		-	-	17	1	-

Appendix 6 - Course Listings, 2016-17-18-19

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2016-17		2017-18		2018 -19
								UG	G	UG	G	
	<i>imbricated with colonial strategies of racial, gendered, and caste-based othering. It is a history of cinema as a history of empire; where cinema is not just a text to be read but a cultural, industrial, and social network of power relations.</i>											
MDES4652G	Mughal India <i>A broad cultural history of Mughal India as seen from a range of perspectives and sources, during one of the most dynamic eras in world history, when India was the meeting place of many cultures.</i>	100	Busch	F	4	3				-	-	X
MDES4653W	A History of Modern Pakistan <i>Survey of modern Pakistani history from 1947 to the present, and the evolution of Pakistan's political path since in gained independence. Examines six 'eras' that help define Pakistan's history, and will highlight political, economic and institutional developments.</i>	100	Zaidi	F	3	3	Yes	9	4	-	-	X
MDES4654G (New course Spring 2019)	Gender, Power, and Culture in Early Modern India <i>A history of early modern India (c. 1500-1800) through the analytic lenses of gender, culture and power with an emphasis on Persianate contexts. The topics considered include the politics of history writing, mysticism, self-fashioning, imperial self-figuring, the ethics and aesthetics of morality, love, heroism, homosocial relations and homoerotic practices. Uses theoretical works, recent scholarly studies and primary sources.</i>	100	Kia	S	3	3		-	-	-	-	X

Appendix 6 - Course Listings, 2016-17-18-19

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2016-17		2017-18		2018 -19
								UG	G	UG	G	
MDES6600G	Postcolonial Theory <i>Examines philosophical and interpretative problems beginning with the original debates about "Orientalism" - critical arguments about the representation of the Orient in art and literature, the the writing of history, and the logic of basic concepts in the social sciences. Analysis of "Orientalist" texts, assess the criticisms offered by postcolonial writers, of representation, history and conceptualization.</i>	50%	Kaviraj	F	2	3		-	12	-	-	-
Music Department												
AHMM3321UN	Musics of India and West Asia <i>A topical approach to the concepts and practices of music in relation to other arts in the development of Asian civilizations, including India, Pakistan, and Afghanistan.</i>	40%	2017-18 Post-doctoral Fellows Eben Graves	F	3	3						
	Section 001							16	-	30	-	X
	Section 002							17	-	33	-	X
	Section 003							21	-	-	-	X
MUSI4470GU	Music and Bollywood <i>In what ways does the visual and musical archive of Hindi film reflect and constitute social life in South Asia and beyond? It considers the relationships between the popular cinema of Bombay (Mumbai) and South Asian history, culture, and politics. A study of Hindi film music serves as a foundation for discussions on the nature of popular culture and how to study it in an academic context, and</i>	100	2017-18 Post-doctoral Fellow Eben Graves	S	4	3		-	-	-	3	-

Appendix 6 - Course Listings, 2016-17-18-19

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2016-17		2017-18		2018 -19
								UG	G	UG	G	
	<i>debates regarding popular culture's role in society A further focus is methods of analyzing musical media, and approaches that music and film scholars use to analyze music's role in cinematic narratives, and to critique how music is used in Hindi cinema production.</i>											
Department of Political Science												
POLS3556UN	The Rise of India and China <i>This course examines the rise of India and China since the mid-twentieth century in terms of interaction of states, markets and globalization as our conceptual framework. It examines the emergence of two distinct developmental pathways in the two countries, focusing on their political economies, in comparative historical perspective. It also evaluates the implications of the rise of China and India on the global economy.</i>	50%	2016-17 Post-doctoral Fellow Rumela Sen	S	4	3		-	-	26	-	-
POLS4454GR	Political Systems of South Asia <i>Comparison of the post-independence political histories of South Asian countries, esp. India and Pakistan. It explores selected topics across countries: social and cultural dimensions of politics; structures of power; and political behavior. Explores the development and durability of the particular political regimes – democratic or authoritarian – in each country.</i>	100	Oldenburg	F	3	3		4	6	1	4	X

Appendix 6 - Course Listings, 2016-17-18-19

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2016-17		2017-18		2018 -19
								UG	G	UG	G	
Mailman School of Public Health – Dept. of Sociolmedical Sciences												
SOSC8757P	The Global Politics of Aging: Historical & Policy Perspectives <i>Examines the ideas and agenda that have shaped discussions around global aging, and growing concerns about aging populations through an understanding of the history, policies and politics of globalization and global health. The focus will be to trace how knowledge and stereotypes about aging and the aged in different cultures have emerged and will focus on comparative perspectives from South Asia and China.</i>	50%	Sivarama-krishnan	F	3	4		-	7	-	9	X
Religion Department												
RELI2005V	Buddhism: Indo-Tibetan <i>Historical introduction to Buddhist thought, scriptures, practices, and institutions. Attention given to Theravada, Mahayana, and Tantric Buddhism in India, as well as selected non-Indian forms.</i>	100	Thurman	F	3	3		24	-	43	-	X
RELI2205V	Hinduism <i>The origin and development of central themes of traditional Hinduism. Emphasis on basic religious literature and relation to Indian culture. Readings include original sources in translation. Considers efforts since 1900 to synthesize a coherent understanding of what "Hinduism" entails, sometimes under the heading of sanatana dharma. Using the Bhagavad Gita, explores philosophical-</i>	100	Hawley	S	4	3		-	-	51	-	X

Appendix 6 - Course Listings, 2016-17-18-19

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2016-17		2017-18		2018 -19
								UG	G	UG	G	
	<i>theological (jnana), ritual (karma), and devotional (bhakti) aspects of Hindu life and thought.</i>											
RELI3000V	Buddhist Ethics <i>Investigation of the main textual sources of the Buddhist ethical tradition, with attention to their historical operation within Buddhist societies, as well as consideration of their continuing influence on contemporary developments, Western as well as Asian.</i>	25%	Yarnall	S	3	4		14	-	-	2	X
RELI3307V	Muslims in Diaspora <i>Consideration of controversies surrounding mosque-building, headscarves, honor killing, and other publicized issues that expose tensions surrounding citizenship and belonging for Muslims in North America and Europe. Exploration of film and other media representations of Muslims in the West</i>	25%	Ewing	S	3	3		52	-	31	-	-
ASRL3974V	Hindu Goddesses <i>Study of a variety of Hindu goddesses, focusing on representative figures from all parts of India and on their iconography, associated powers, and regional rituals. Materials are drawn from textual, historical, and field studies, and discussion includes several of the methodological controversies involving interpretation of goddess worship in India.</i>	100	McDermott	S	3	3		-	-	-	-	X
RELI3406UN (new course Fall 2017)	Space, Narrative, and Religion in India <i>Examines religious practice and primary sacred texts, and secondary sources, in Ancient, Medieval and Modern contexts.</i>	100	2017-18 Post-doctoral Fellow Jay Ramesh	F	4	4		-	-	2	-	-

Appendix 6 - Course Listings, 2016-17-18-19

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2016-17		2017-18		2018 -19
								UG	G	UG	G	
RELI4XXXW (number TBA, new course, Spring 2019)	Culture and the Psyche in the Asia and the Muslim World <i>The course explores how psychoanalytic theory and methods have been used to understand cultural and political processes, with a particular focus on South Asia, East Asia, and the Muslim world. Topics include the historical particularity of psychoanalytic theory and its evolution over the past century and how psychoanalysis has been used to understand racism, colonial domination, collective trauma, and the power of public images.</i>	25%	Ewing	S	4	3		-	-	-	-	-
RELI4205W	Love Translated: Hindu Bhakti <i>Hindu poetry of radical religious participation –bhakti - in translation, both Sanskrit (the Bhagavad Gita) and vernacular. How does such poetry/song translate across linguistic divisions within India and into English? Knowledge of Indian languages is welcome but not required.</i>	100	Hawley	S	4	2		-	4	-	-	-
RELI4326W	Sufism in South Asia. <i>Sufism has been described as the mystical side of Islam. This seminar examines Sufism in South Asia as a spiritual, ethical and self-forming activity that has been profoundly affected by the historical, sociocultural, political, and everyday environments in which it experienced and practiced.</i>	100	Ewing	S	4	4		-	-	-	-	X
ASRL4600W	Judaism and Christianity in South Asia <i>Introduces indigenous traditions of Judaism and Christianity in the subcontinent, focusing on history, diversity, interactions with Hindus and Muslims, and contemporary controversies.</i>	100	McDermott	S	3	3						X

Appendix 6 - Course Listings, 2016-17-18-19

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2016-17		2017-18		2018 -19
								UG	G	UG	G	
	<i>South Asian Jews and Christians in the diaspora, especially New York, also highlighted.</i>											
RELI4630GR	Indo-Tibetan Buddhist Philosophy <i>Examination of topics in Indo-Tibetan Buddhist philosophy. Includes historical survey, issues of comparative methodology, and contemporary applications and relevance. Themes vary from year to year.</i>	100	Yarnall	S	4	3		17	3	6	4	X
RELI4828W	Religion and the Sexual Body <i>Theoretical approaches to gender and sexualities, focusing on the articulation, cultivation, and regulation how bodily practices are within various religious traditions, including modern secularism, and with particular attention to gender and sexuality in South Asia.</i>	25%	Ewing	F	4	3		5	11	4	4	-
RELI6210G	Issues in the Study of South Asian Religion <i>Consideration of critical themes or major issues in the study of South Asian religions, especially those having major methodological implications. Themes vary from year to year.</i>	100	McDermott	F	4	3				-	6	X
RELI 6211G	The Bhakti Movement. <i>The idea of "the bhakti movement" provides one of the most familiar and important narratives concerning the religious history of Hindu India. Traces the genealogy of the concept to assess its adequacy, and to understand the extent to which it has become constitutive of Hinduism itself.</i>	100	Hawley	S	3	3						-

Appendix 6 - Course Listings, 2016-17-18-19

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2016-17		2017-18		2018 -19
								UG	G	UG	G	
RELI6212G	Religious Formations in the Mughal Empire <i>Key developments in the religious history of Mughal period, 1526-1750, ranging from those prominently reflected in records associated with the Mughal court, Sufi, Vaishnava, Shaiva, Sant, and Sikh formations and a re-evaluation of some of the principal categories that have been used to describe these formations.</i>	100	Hawley	F	3	3			6	-	-	-
RELI8225G	Bhakti Texts of North India <i>Close study of Bhakti texts of North India.</i>	100	Hawley	S	3	4		-	-	-	-	X
RELI9031G	Buddhist Texts <i>Selected readings in Sanskrit and Tibetan texts, original and translations. Knowledge of Tibetan and Sanskrit preferred.</i>	100	Thurman	F	3.5	3		-	2	-	2	X
MA Program in South Asian Studies												
SASS4000W (New course Fall 2018)	Introduction to Study of South Asia <i>Introduction to the interdisciplinary study of the South Asia.</i>	100	Zaidi	F	3	3	Yes	-	-	-	-	X
SASS4998GU	Directed Readings in South Asia Studies Independent study course – various topics supervised by South Asia faculty	100	Various	F/S	1-4	1-4		-	5	-	1	X
SASS5900GR	South Asia Research Seminar Weekly class to discuss thesis research, writing, and editing; presentations and critique of works in progress.	100	Ewing	S	1-4	2		-	9	-	-	X
SASS5998GR	Supervised Individual MA Thesis Research Independent research and writing for Master's Thesis, supervised by faculty readers	100	Various	F/S	1-4	2		-	2	-	6	X

Appendix 6 - Course Listings, 2016-17-18-19

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2016-17		2017-18		2018 -19
								UG	G	UG	G	
Theatre												
THTR3000V	Theatre Traditions in a Global Context <i>Provides a broad introduction to several traditions of nonwestern drama and theatrical practice, often placing recent and contemporary writing in relation to established conventions. Taking up plays and performance traditions from Asia, South Asia, and various African traditions, it may also consider the relation between elite and popular culture (adaptations of Shakespeare, for example), and between drama, theatre, and film.</i>	50%	Mitra	F	3	4		47	-	43	-	X
THTR3155V	Traditional Indian Performance <i>Broad perspective on Indian performance from classical theory to contemporary traditional practice. Uses the second c. B.C.E. text, the Natyashastra, as the foundational treatise for the aesthetic principles and practices of South Asia, and examines how its premises resurface in Sanskrit drama, Kathakali, Ramlila, and Chhau. Examines the construction of the traditional and tensions between Classical and Folk in styles as varied as Bharatnatyam, Kudiattam, Nautanki and Tamasha, to analyse.</i>	100	Mitra	F	3	4		13	-	-	-	X
MDES G4402	Modern Asian Performance <i>A study of contemporary Asian performance with a focus on modernity, covering most nations on the Asian continent; readings will cover theoretical and aesthetic questions from performances of healing to revolutionary theatre to diasporic performances.</i>	50%	Mitra	S	3	4		-	-	-	-	X

Appendix 7 – Performance Measure Forms

Goal 1: Increase participation in, and impact of, K-14 teacher training (Absolute Priority 2).									
Performance Measures	Activities	Data/ Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
Increase K-14 teachers' knowledge and use of South Asia content and language pedagogy by 10% annually	Teacher Training Workshops, held jointly with partners including Middle East Institutes and Teachers College	Number of K-12 teachers and MSI instructors participating in workshops	Annual	Grantee/ program records	0	20	25	30	40
		Percentage of participating K-14 teachers who report increased knowledge of South Asia as a result of workshops	Year 4	Outreach survey by CEEP	0	-	-	-	75
		Percentage of participating K-14 teachers who report using /workshop content in their teaching	Year 4	Outreach survey by CEEP	0	-	-	-	75
	Workshops certified by the New York City Dept. of Education After School Professional Development Credit	Number of teachers earning PD credit	Annual	Grantee/ program records	0	8	10	12	15
	Events organized by the South Asia National Outreach Council (SANOC)	Numbers of events and participants at SANOC events	Annual	SANOC	0	2	2	3	4
		Percentage of participating K-14 teachers who report using content from SANOC events in their teaching or library	Year 4	Outreach survey by CEEP	0	-	-	-	50

Appendix 7 – Performance Measure Forms

Goal 2: Increase MSI faculty and student participation and interest in South Asia area studies. (Competitive Priority 1)									
Performance Measures	Activities	Data/ Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
Increase numbers of faculty and students at partnering MSIs graduating with South Asia area studies coursework by 10% annually	Partnership with LaGuardia Community College	Numbers of faculty at partnering MSIs who offer courses with South Asia area studies content	Annual	MSI Registrar	0	1	1	2	2
	Update annually and teach two Global History survey courses to introduce students to the history of South Asia	Numbers of students at partnering MSIs enrolled in courses with South Asia area studies content	Annual	MSI Registrar	0	150	150	175	175
Increase numbers of faculty at MSIs with exposure to South Asia and the academic study of South Asia by 10% annually	Partnership with AIIS and CAORC to offer Winter break month-long trip to India for MSI faculty from across the US, to meet with counterparts in India, and to provide introduction to the cultures, histories, and religions of India, and training on how to incorporate new knowledge into their classroom	Numbers of faculty at partnering MSIs participating in AIIS/CAORC/NRC trip to India	Annual	South Asia Institute/AIIS/CAORC	0	2	2	2	2
		Number of MSIs represented on trip (cumulative)	Annual	AIIS/CAORC	0	2	3	4	5
		Percentage of participating MSI faculty who are able to incorporate new knowledge into their classroom	Annual And Year 4	AIIS/CAORC and CEEP Outreach survey	0	-	-	-	50

Appendix 7 – Performance Measure Forms

Goal 3: Increase numbers of K-14 language teachers of South Asian languages/LCTLs with proficiency-based and assessment-based instructional skills (Competitive Priority 2)									
Performance Measures	Activities	Data/ Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
Increase the numbers of language professionals with proficiency and assessment training at K-14 levels for Hindi-Urdu and other South Asia language by 10% annually	Conduct a variety of K-14 language proficiency and assessment workshops	Numbers of K-14 language instructors participating in workshops	Annual	Grantee/ program records	0	25	30	35	40
		Percentage of language instructors reporting increased understanding of language teaching methodology and practice	Year 4	Outreach survey by CEEP	0	-	-	-	50
		Percentage of participating language instructors reporting use of training techniques in the classroom	Year 4	Outreach survey by CEEP	0	-	-	-	50
	Intensive, 60-hour, two-week workshop open to language teachers-in-training and graduate students in a variety of disciplines at Columbia and other schools.	Numbers of K-14 language instructors and teachers-in-training participating in workshops	Annual	Grantee/ program records	0	6	6	8	8
		Percentage of language instructors reporting increased understanding of methodology and practice	Year 4	Outreach survey by CEEP	0	-	-	-	50
		Percentage of participating language instructors reporting use of training techniques in the classroom	Year 4	Outreach survey by CEEP	0	-	-	-	50

Appendix 7 – Performance Measure Forms

	Credit-bearing graduate course in Hindi pedagogy during Columbia Summer Sessions; open to Columbia and other schools	Numbers of K-14 language instructors and teachers-in-training enrolled in class	Annual	Grantee/program records	0	-	-	6	8
		Percentage of enrolled students reporting increased understanding of language teaching methodology and practice	Year 4	Outreach survey by CEEP	0	-	-	-	50
		Percentage of enrolled students reporting use of training techniques in the classroom	Year 4	Outreach survey by CEEP	0	-	-	-	50

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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Part II – 524C Budget Attachments Summary, FY 2018-21
National Resource Center and
Foreign Language and Area Studies Fellowships
Columbia University
South Asia Institute

Summary of FY 2018-21 total requests					
	FY 2018	FY 2019	FY 2020	FY 2021	FY 2018-21
NRC	\$270,000	\$270,000	\$270,000	\$270,000	\$1,080,000
FLAS	\$ 235,500	\$ 235,500	\$ 235,500	\$ 235,500	\$ 942,000
Total	\$505,500	\$505,500	\$505,500	\$505,500	\$2,022,000

Summary of Absolute, Competitive, and Invitational Priority requests					
	FY 2018	FY 2019	FY 2020	FY 2021	FY 2018-21
NRC Absolute Priority	\$7,600	\$7,600	\$7,600	\$7,600	\$30,400
NRC Competitive Priority 1 (MSIs)	\$21,424	\$21,424	\$21,424	\$21,424	\$85,696
NRC Competitive Priority 2 (Training for LCTL instructors)	\$6,000	\$5,000	\$5,000	\$5,000	\$21,000
NRC Subtotal	\$35,024	\$34,024	\$34,024	\$34,024	\$137,096
FLAS Competitive Priorities 1 & 2	\$235,500	\$235,500	\$235,500	\$235,500	\$942,000
Total priority requests	\$270,524	\$269,524	\$269,524	\$269,524	\$1,079,096

Part II – 524C Budget Attachments
Four Year Overview Proposed National Resource Center Budget FY 2018-21
Columbia University South Asia Institute

	Item Description	FY 2018	FY 2019	FY 2020	FY 2021	FY2018-21
	A. Salaries (all 100% of time)					
	A1. Administrative Personnel					
	Annapurna Potluri, Administrative Assistant, South Asia Institute (50% of salary)	\$25,806	\$26,451	\$27,112	\$27,790	
	A1. Subtotal, Administrative Personnel	\$25,806	\$26,451	\$27,112	\$27,790	\$107,159
	A2. Language instruction					
	Tyler Richards, Tamil Language Instructor (6% of salary)	\$5,000	\$5,000	\$5,000	\$5,000	
	A2. Subtotal, Language Instruction	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000
	A3. Area Studies Instruction					
	S. Akbar Zaidi, FT Professor, MESAAS and Acting MA Coordinator, 2018-20; Fall semester only, 2020-22 (50% of salary)	\$50,285	\$51,542	\$26,415	\$27,076	
	TBA, Post-doctoral Fellow, to offer two South Asia courses, joint appointment with the Institute for Religion, Culture and Public Life (9% of salary; see position description in faculty c.v. appendix)	\$7,500	\$7,500	\$7,500	\$7,500	
	A3. Subtotal, Area Studies Instruction	\$57,785	\$59,042	\$33,915	\$34,576	\$185,318
	A4. Outreach Personnel					
	William Carrick, Associate Director/Outreach Coordinator (50% of salary)	\$43,500	\$44,588	\$45,702	\$46,845	
CP1	Melissa Turoff, Outreach Associate, course development & teaching at MSI LaGuardia Community College, and assist with workshops for K-14 teachers (50% of salary)	\$8,000	\$8,000	\$8,000	\$8,000	
	A4. Subtotal, Outreach Personnel	\$51,500	\$52,588	\$53,702	\$54,845	\$212,635
	A5. Library Personnel					
	Gary Hausman, South Asia Collection Librarian (17% of salary)	\$15,000	\$15,000	\$15,000	\$15,000	
	A5. Subtotal, Library Personnel	\$15,000	\$15,000	\$15,000	\$15,000	\$60,000
	A. Total Salaries	\$155,091	\$158,081	\$134,730	\$137,211	\$585,113

	B. Fringe Benefits					
	FT Fringe rate: 30.3%					
	PT Student Employees rate: 8.15%					
	B1. Fringe, Administrative Personnel					
	Annapurna Potluri, Administrative Assistant, SAI (50% of salary)	\$7,819	\$8,015	\$8,215	\$8,420	
	B2. Fringe, Language instruction					
	Tyler Richard, Tamil Language Instructor (6% of salary)	\$1,515	\$1,515	\$1,515	\$1,515	
	B3. Fringe, Area Studies Instruction					
	S. Akbar Zaidi, Professor, MESAAS, 2018-22 and Acting MA Coordinator, 2018-20 (50% of salary)	\$15,236	\$15,617	\$8,004	\$8204	
	TBA, Post-doctoral Fellow (9% of salary; see position description in faculty c.v. appendix)	\$2,273	\$2,273	\$2,273	\$2,273	
	B4. Fringe, Outreach Personnel					
	William Carrick, Associate Director/Outreach Coordinator (50% of salary)	\$13,181	\$13510	\$13,848	\$14,194	
CP1	Melissa Turoff, Outreach Associate, (50% of salary)	\$2,424	\$2,424	\$2,424	\$2,424	
	A5. Fringe, Library Personnel					
	Gary Hausman, South Asia Collection Librarian (17% of salary)	\$4,545	\$4,545	\$4,545	\$4,545	
	B. Total Fringe	\$46,993	\$47,899	\$40,823	\$41,575	\$177,290
	Total Salary and Fringe	\$202,084	\$205,980	\$175,552	\$178,786	\$762,403
	C. Travel					
	Domestic					
	Language Instructors to training workshops (contribution to travel)	\$1,000	\$1,000	\$1,000	\$1,000	
	C. Travel, subtotal	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000
	D. Supplies					
	Events Announcements, reproduction	\$316	\$420	\$995	\$614	
AP2	Teacher Professional Development Seminar Materials (see budget detail)	\$2,000	\$2,000	\$2,000	\$2,000	
	D. Supplies, subtotal	\$2,316	\$2,420	\$2,995	\$2,614	\$10,345

	G. Contractual					
	Evaluation project, Center for Evaluation and Educational Policy at Indiana University (Bloomington), FY2020 and FY 2021 projects on teacher training and outreach, and on students and alumni, curriculum, degrees, and use of SA knowledge in career. (Modified total direct costs exclude the portion of the sub-award in excess of \$25,000. See budget detail.)			\$27,000	\$27,000	
	G. Contractual, total			\$27,000	\$27,000	\$54,000

	H. Other					
AP2	K-14 South Asia Studies Teacher Professional Development Seminar; Professional fees, 8 speakers at \$500 (see budget detail)	\$4,000	\$4,000	\$4,000	\$4,000	
AP2	South Asia National Outreach Council (SANOC), membership dues, and SA Book Award events (see budget detail)	\$1,000 \$600	\$1,000 \$600	\$1,000 \$600	\$1,000 \$600	
CP1	Faculty Workshops and public events at LaGuardia Community College and Hunter College (joint with Middle East Institute), 2 workshops and events annually, Prof. fees @ \$500	\$1,000	\$1,000	\$1,000	\$1,000	
CP1	AIIS Initiative for Minority-Serving Institutions, to bring MSI faculty to India for training on incorporation of South Asia into their curriculum, Funding for two MSI participants @ \$5,000 each	\$10,000	\$10,000	\$10,000	\$10,000	
CP2	K-16 LCTL Proficiency, Assessment, and Methodology Workshops (one-two days) for Language instructors and Language Teachers-in-Training. Professional fees, 3 speakers at \$1,000 (see budget detail): Joint project with NYU Hindi-Urdu and NYU Startalk	\$3,000	\$3,000	\$3,000	\$3,000	
CP2	Hindi-Urdu Pedagogy Initiative, two-week January workshop and/or six-week Summer course for college credit, hosted at Columbia, on proficiency, assessment and pedagogy for Hindi teachers in training and current instructors. Workshop leaders, professional fees, 2 @ \$1,000; Consultant for the first year, professional fees @ \$1,000	\$2,000 \$1,000	\$2,000	\$2,000	\$2,000	
	Events Programming, for guest speakers (professional fees, \$500; est. travel, \$500 each); FY2018 and FY2020, 4 speakers; FY2019, 1 speaker; FY2021, 3 speakers	\$4,000	\$1,000	\$4,000	\$3,000	

	South Asia Summer Language Institute, Annual Membership dues	\$8,000	\$8,000	\$8,000	\$8,000	
	Scholar-in-Residence, two to four weeks, to offer a lecture, workshops, and meet with students and faculty, est. contribution to travel and lodgings, \$5,000	\$5,000	\$5,000	\$5,000	\$5,000	
	H. Other, subtotal	\$44,600	\$40,600	\$43,600	\$42,600	\$171,400
	I. Total Direct Costs	\$250,000	\$250,000	\$250,147	\$252,000	\$1,002,148
	J. Indirect Costs at 8% Negotiated Rate	\$20,000	\$20,000	\$19,852	\$18,000	\$80,000
	TOTAL, DIRECT AND INDIRECT COSTS	\$270,000	\$270,000	\$270,000	\$270,000	\$1,080,000

G. Other: Evaluation Project Detail Center for Evaluation and Education Policy					
Item Description	FY 2018	FY 2019	FY 2020	FY 2021	FY 2018-22
A. Salaries					
A. Ruddy, Principal Investigator (10% of salary)	-	-	\$9,160	\$9,435	
P. Muller, Scientist/Researcher (1% of salary)	-	-	\$1,529	\$1,574	
Project Associate (10% of salary)	-	-	\$3,943	\$4,062	
Project Manager (1% of salary)	-	-	\$724	\$746	
Student workers, 100 hours, FY2020, 50 hours FY2021 @ \$15 per hour, no fringe			\$1,500	\$750	
Total salaries			\$16,856	\$16,567	
B. Fringe					
A. Ruddy, Principal Investigator (10% of salary, fringe @ 38.09%)	-	-	\$3,559	\$3,703	
P. Muller, Scientist/Researcher (1% of salary, fringe @ 38.09%)	-	-	\$594	\$618	
Project Associate (10% of salary, fringe @ 38.6%)	-	-	\$1,553	\$1,615	
Project Manager (1% of salary, fringe @ 38.09%)	-	-	\$281	\$293	
Total Fringe			\$5,987	\$6,229	
C. Travel					
Consultant to Columbia meetings and focus groups, travel @\$2,000-2,100	-	-	\$2,000	\$2,100	
D. Supplies					
Xerox and software			\$157	\$105	
Total Direct Costs			\$25,000	\$25,000	
Total Indirect Costs	-	-	\$2,000	\$2,000	
Total, Evaluation Project Detail	-	-	\$27,000	\$27,000	\$54,000

**Part II - 524C Budget Attachments
Project Detail, Absolute Priority 2**

**A. Teacher Professional Development Seminars,
Collaboration with Teachers College and Middle East Institute at Columbia**

Up to eight two-hour seminars on South Asia annually, and/or a two-day Professional Development course certified by the New York City Department of Education, taught by full-time Columbia and Teachers College faculty, full-time faculty from other universities, and ABD Columbia graduate students.

Proposed topics:

Global Capitalism, Trade, and Commodities in the Indian Ocean, 1500 - 1900 (Spring 2018, SAI, MEI)
Colonial Struggles for Independence in the 20th century (SAI & MEI)
History of the Bay of Bengal and Cultural Exchange, South and Southeast Asia (SAI)

B. South Asia National Outreach Council (SANOC)

Membership dues to SANOC are used to administer the annual South Asia Book Award, a prize for children's literature, chosen by a committee of K-12 teachers and librarians, and area studies. Lesson plans for the winners and runners-up are posted on the SANOC website, and in the next cycle, SABA committee members will present a panel at national teachers and librarians conferences. Funding will support stipends for teachers-in-training to attend the conference, and in the fourth year, a collaborative webinar with Middle East, Africa, and Latin American outreach organizations open to educators, education students, librarians.

Item Description	FY 2018	FY 2019	FY 2020	FY 2021	FY 2018-22
D. Supplies					
Teacher Professional Development Seminar Materials	\$2,000	\$2,000	\$2,000	\$2,000	
H. Other					
Teacher Professional Development Seminar; Professional fees, 8 speakers at \$500;	\$4,000	\$4,000	\$4,000	\$4,000	
South Asia National Outreach Council (SANOC), membership dues, and SA Book Award events	\$1,000 \$600	\$1,000 \$600	\$1,000 \$600	\$1,000 \$600	
Total, Project Detail, Teacher Professional Development Seminar	\$7,600	\$7,600	\$7,600	\$7,600	\$30,400

**Part II - 524C Budget Attachments
Project Detail, Competitive Priority 1
Collaboration with Minority Serving Institutions**

A. Collaboration LaGuardia Community College (CUNY)

To update curricular materials and co-teach two Global History courses which incorporate substantive sections on South Asian history, with LaGuardia professor Robin Kietlinski (See Appendix 5. CVs); and to sponsor public events at LaGuardia and other MSIs in collaboration with Middle East Institute.

**B. Collaboration with American Institute of Indian Studies (AIIS)
and Council on American Overseas Research Centers (CAORC)**

AIIS and CAORC and Title VI South Asia NRCs including Columbia will collaborate on a program to bring faculty from Minority-Serving Institutions and community colleges to spend three weeks in India, to include Jaipur, Mysore, and Bangalore in the first year. The broad theme of the program will be focused on sustainability, and its connections to cultural, socio-economic, and scientific issues. The theme will be articulated around a general introduction to the histories, cultures, and contemporary characteristics of Indian society. Participating MSI faculty will meet with experts in these fields.

It is hoped that the program can foster a long-term connection between MSI institutions and their equivalent organizations in India for ongoing collaborations.

SAI will sponsor two MSI teachers to attend the program, in each of the four years of the grant.

Item Description	FY 2018	FY 2019	FY 2020	FY 2021	FY 2018-21
A4. Outreach Personnel					
Melissa Turoff, Outreach Associate, course development & teaching at MSI LaGuardia Community College, and assist with workshops for K-14 teachers (50% of salary)	\$8,000	\$8,000	\$8,000	\$8,000	
Fringe (8.15%)	\$2,424	\$2,424	\$2,424	\$2,424	
H. Other					
Public events at LaGuardia Community College and other metro area MSIs with Middle East Institute, 2 Speakers, Prof. fees @ \$500	\$1,000	\$1,000	\$1,000	1,000	
AIIS Initiative for Minority-Serving Institutions, to bring MSI faculty to India for training and to foster incorporation of South Asia into their respective curricula. Funding for two MSI participants @ \$5,000 each	\$10,000	\$10,000	\$10,000	\$10,000	
Total, Project Detail, Curricular Project	\$21,424	\$21,424	\$21,424	\$21,424	\$85,696

Part II - 524C Budget Attachments
Project Detail, Competitive Priority 2
To promote the preparation and credentialing of LCTL Teachers

A. Workshops co-sponsored with NYU

One-day and two-day workshops will be organized each year by the Columbia and NYU Hindi-Urdu programs, and the NYU Startalk program, for Language Teachers, and Teachers in Training.

B. Intensive January Workshop and Summer For-credit Course

A two-week January workshop on Hindi pedagogy will be organized for the first year, and in subsequent years, we plan to expand the workshop into a Summer course offering at Columbia, for graduate credit, to enable Columbia and non-Columbia students in South Asia Studies, Applied Linguistics, and Education programs to enroll in the course – training that is presently not offered at any other university. We further hope to be able to develop a track for language instructors in our MA Program in South Asia Students, in collaboration with Columbia Teachers College.

Item Description	FY 2018	FY 2019	FY 2020	FY 2021	FY 2018-21
H. Other					
K-16 LCTL Proficiency, Assessment, and Methodology Workshops (one-two days) for Language instructors and Language Teachers-in-Training. Professional fees, 2 or 3 speakers at \$1,000. Joint project with NYU Hindi-Urdu Program and NYU Startalk	\$3,000	\$3,000	\$3,000	\$3,000	
Columbia Hindi-Urdu Pedagogy Initiative, a two-week January workshop and/or six-week Summer course for college credit, hosted at Columbia, on pedagogy using proficiency-based, assessment-based methods, for Hindi teachers in training and current instructors. Workshop leaders, professional fees, 3 @ \$1,000; Consultant for the first year, professional fees @ \$1,000	\$2,000 \$1,000	\$2,000	\$2,000	\$2,000	
Total, Project Detail, Curricular Project	\$6,000	\$5,000	\$5,000	\$5,000	\$21,000

**Part II – 524C Budget Attachments
Proposed Budget FY 2018-21**

**Foreign Language and Area Studies Fellowship
Budget Detail and Four Year Overview
Columbia University South Asia Institute**

Annual Proposed Budget Detail of tuition and stipend				
	Number of Fellowships	Unit Cost	Amount	Total
ACADEMIC YEAR				
(Undergraduate)				
Tuition	1	\$10,000	\$10,000	
Stipend	1	\$5,000	\$5,000	
Total, Undergraduate Fellowship				\$15,000
(Graduate)				
Tuition	6	\$18,000	\$108,000	
Stipend	6	\$15,000	\$90,000	
Total, Graduate Fellowships				\$198,000
TOTAL ACADEMIC YEAR				
SUMMER (Undergraduate and Graduate)				
Tuition	3	\$5,000	\$15,000	
Stipend	3	\$2,500	\$7,500	
Total, Summer Fellowships				\$22,500
Total, Academic Year and Summer Fellowships				\$235,500

Four Year Proposed Budget for FLAS					
	FY 2018	FY 2019	FY 2020	FY 2021	2018-21
Graduate Academic Year	\$213,000	\$213,000	\$213,000	\$213,000	\$852,000
Summer (Undergraduate and Graduate)	\$22,500	\$22,500	\$22,500	\$22,500	\$90,000
Total, Four Year Proposed Budget	\$235,500	\$235,500	\$235,500	\$235,500	\$942,000

**Part II – 524C Budget Attachments
Summary of FY 2018-21**

**Absolute and Competitive NRC and FLAS Priority Projects
Four Year Overview
Columbia University South Asia Institute**

Item Description	FY 2018	FY 2019	FY 2020	FY 2021	FY 2018-21
NRC PRIORITIES					
NRC Absolute Priority	\$7,600	\$7,600	\$7,600	\$7,600	\$30,400
Teacher Professional Development Seminar Materials	\$2,000	\$2,000	\$2,000	\$2,000	
H. Other					
Teacher Professional Development Seminar; Professional fees, 8 speakers at \$500;	\$4,000	\$4,000	\$4,000	\$4,000	
South Asia National Outreach Council (SANOC), membership dues, and SA Book Award events	\$1,000 \$600	\$1,000 \$600	\$1,000 \$600	\$1,000 \$600	
NRC Competitive Priority 1 – Collaborations with Minority-Serving Institutions	\$21,424	\$21,424	\$21,424	\$21,424	\$85,696
Melissa Turoff, Outreach Associate, course development & teaching at MSI LaGuardia Community College, and assist with workshops for K-14 teachers (50% of salary)	\$8,000	\$8,000	\$8,000	\$8,000	
Melissa Turoff, Fringe (30.3%)	\$2,424	\$2,424	\$2,424	\$2,424	
Public events at LaGuardia Community College and other metro area MSIs with Middle East Institute, 2 Speakers, Prof. fees @ \$500	\$1,000	\$1,000	\$1,000	1,000	
AIIS Initiative for Minority-Serving Institutions, to bring MSI faculty to India for training and to foster incorporation of South Asia into their respective curricula. Funding for two MSI participants @ \$5,000 each	\$10,000	\$10,000	\$10,000	\$10,000	
Competitive Priority 2: NRC Collaboration to increase the production of LCTL language instructors	\$6,000	\$5,000	\$5,000	\$5,000	\$21,000

K-16 LCTL Proficiency, Assessment, and Methodology Workshops (one-two days) for Language instructors and Language Teachers-in-Training. Professional fees, 2 or 3 speakers at \$1,000. Joint project with NYU Hindi-Urdu Program and NYU Startalk	\$3,000	\$3,000	\$3,000	\$3,000	
Columbia Hindi-Urdu Pedagogy Initiative, a two-week January workshop and/or six-week Summer course for college credit, hosted at Columbia, on pedagogy using proficiency-based, assessment-based methods, for Hindi teachers in training and current instructors. Workshop leaders, professional fees, 3 @ \$1,000; Consultant for the first year, professional fees @ \$1,000	\$2,000 \$1,000	\$2,000	\$2,000	\$2,000	
TOTAL NRC PRIORITY FUNDING	\$35,024	\$34,024	\$34,024	\$34,024	\$137,096
FLAS PRIORITIES	\$235,500	\$235,500	\$235,500	\$235,500	\$942,000
FLAS Competitive Priority 1: Fellowships awarded to Students who demonstrate Financial Need	\$235,500	\$235,500	\$235,500	\$235,500	\$942,000
FLAS Competitive Priority 2: Fellowships awarded for study of LCTLs (South Asia Academic Year languages at Columbia: Bengali, Hindi, Persian, Punjabi, Tamil, and Urdu; and for Summer, to include languages such as Gujarati, Kannada, Malayalam, Marathi, Telugu, etc.)	\$235,500	\$235,500	\$235,500	\$235,500	\$942,000
TOTAL NRC AND FLAS PRIORITY FUNDING	\$270,524	\$269,524	\$269,524	\$269,524	\$1,079,096